

RIDER UNIVERSITY

COUNSELING SERVICES HANDBOOK

COUNSELING SERVICES DEGREE PROGRAMS:

MA Counseling Services: School Counseling option (CACREP)

MA Clinical Mental Health Counseling (CACREP)

EdS Counseling Services

College of Education and Human Services: Department of Grad. Education, Leadership, and Counseling
Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648 (609-896-5000)



The College of Education and Human Services prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society.

The College of Education and Human Services fosters the intellectual, personal, and social development of each student for a changing world by creating and providing programs that embody the highest academic and professional standards.

The College of Education and Human Services develops students who are committed, knowledgeable, and reflective and who value service, ethical behavior and the improvement of one's self and profession.

The College of Education and Human Services promotes a climate of scholarly inquiry, high expectations for achievement, and best professional practices, while establishing beneficial relationships with the public and exchanging relevant ideas and services that speak to emerging needs.

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COUNSELING SERVICES OVERVIEW

Counseling Services at Rider provides graduate level training in both clinical mental health and school counseling. The program also provides concentration training in dance/movement therapy and offers a certificate in coaching. The counseling services faculty is committed to preparing students to enter these helping professions with strong counseling skills and a deep knowledge base. The Master's Degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All degree and certification programs are student centered, flexible to meet adult learning needs and schedules, provide cutting-edge philosophy and practice in schools and agencies, and staffed by supportive faculty who mentor students. Our programs and certificates are characterized by the faculty's focus on wellness counseling and positive psychology, with an emphasis on clients' strengths, rather than on deficits.

Degrees

Master's of Arts Degree in Counseling Services, School Counseling Option

This 48-credit program prepares students to be certified as a school counselor in elementary and secondary public and private schools. Accredited under the 2009 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the program has been approved for certification by the New Jersey State Board of Education and meets the certification requirements in most other states; this program also meets the core requirements of the National Board of Certified Counselors (NBCC). Students may take two additional courses to also qualify for the Student Assistance Coordinator (SAC) Certificate.

Master's of Arts Degree in Clinical Mental Health Counseling (CMHC)

This is a 60-65 credit program (credit requirements dependent on concentration area) that prepares students for counseling positions in a wide range of settings, such as community agencies, mental health agencies, hospitals, government facilities, institutions of higher education, private practice, and substance abuse treatment facilities. Students may also apply to and enroll in the Dance/Movement Therapy concentration in the **Master of Arts in Clinical Mental Health Counseling degree program**. In this concentration, students are trained in clinical mental health counseling with a specialization in dance/movement therapy.

The CMHC program is accredited under the 2009 CACREP standards. Students completing this program meet the educational requirements for licensure as a Licensed Professional Counselor (LPC) in New Jersey, Pennsylvania, and most other states; for certification as a National Certified Counselor (NCC) as a Board Certified Coach (BCC).

MA CMHC students (not enrolled in the DMT concentration) complete 60-credits and can meet educational requirements for certification as an Approved Clinical Supervisor (ACS) and Licensed Clinical Alcohol and Drug Counselor (LCADC) in New Jersey, contingent on elective coursework. These students may take two additional courses and complete SAC fieldwork in a school to qualify for the Student Assistance Coordinator Certificate of Eligibility with Advanced Standing (SAC CEAS; two courses may be able to count as electives for the MA CMHC program).

MA CMHC students who are enrolled in the DMT concentration complete 65 credits.* The DMT concentration is in candidacy with the American Dance Therapy Association, and students are eligible for the national credential as a Registered Dance Movement Therapist (R-DMT).

* Students in the MA CMHC program with a DMT concentration do not have electives as part of their program of study. Thus, students in this concentration would need additional coursework to meet the LCADC or ACS educational requirements.

Educational Specialist Degree in Counseling Services*

The Educational Specialist (Ed.S), a 66-credit terminal degree beyond the master's level, provides advanced training for professional counselors in the expanding demands of their profession. The program provides opportunities for those seeking a career change, specialization in a specific area, and broadening skill development. Certificate programs may be incorporated into student's plan of study.

**Admission to the EdS degree is closed as of Fall 2022.*

Certificates

School Counselor Certificate Program

The 48-credit program meets the certification requirements in New Jersey and most other states. Students are responsible for applying directly to states other than New Jersey for certification. Admission is limited.

Director of Counseling Services

The program is designed for school counselors who wish to be certified as director of counseling services in New Jersey. The applicant's academic and experience background are assessed in terms of state certification requirements. *We are not currently accepting applications for this certificate program.*

Student Assistance Coordinator

The Rider University Student Assistance Coordinator (SAC) Certificate is an approved program by the New Jersey Department of Education. This certificate is comprised of 21 semester hours. This Rider SAC Certificate qualifies students to apply for the Student Assistance Coordinator Certificate of Eligibility with Advanced Standing (SAC CEAS) in New Jersey, which is supplied by the NJ Department of Education. Admission is limited.

Life and Career Coaching

The program is designed to meet the educational requirements for certification as a Board Certified Coach through the Center for Credentialing and Education. There are two pathways depending on your educational background: one pathway is for those who hold a master's degree in counseling and another pathway is for those who do not hold a master's degree in counseling.

Highlights

- Honor Society
 - Chi Sigma Iota (CSI) is the honor society of the counseling profession. The local chapter of CSI at Rider University is Rho Upsilon Beta. This honor society promotes excellence in counseling and recognizes the outstanding academic achievements of our graduate students in the Counseling Services program.
- Student-centered
- Mentoring by supportive faculty
- Cutting-edge philosophy and practice that are consistent with the standards of national professional organizations and accrediting organizations
- Practical training experience in schools and agencies, supported by Rider's director of clinical internship and faculty
- Program flexibility to accommodate part-time as well as full-time students
- Rigorous yet collaborative academic environment
- Small classes meeting once a week in late afternoon and evenings
- Summer sessions
- Faculty with a wide-variety of clinical and leadership experience
- Students from diverse backgrounds and experiences
- Emphasis on wellness counseling and positive psychology

Outcomes

- Each year, Rider student performance on both the National Counselor Examination for Licensure and Certification (NCE) and the National Counselor Preparation Comprehensive Exam (CPCE) has consistently been above the national average.
- Graduates seeking to pursue advanced studies have **consistently been accepted into a variety of doctoral programs and have earned doctorates**. Our graduates have careers in a variety of settings and have **been employed as**:
 - school counselors in grades K-12
 - directors of school counseling programs in grades K-12
 - Licensed Professional Counselors (LPC) in community agencies, hospitals, and private practice
 - Licensed Clinical Alcohol and Drug Counselors (LCADC) in addiction treatment centers
 - Student Assistance Coordinators (SAC) in schools
 - counselors and other professionals in colleges and universities
 - faculty in colleges and universities
- **Our graduates are also notable for their achievements, such as:**
 - publishing and presenting
 - participating in international counseling delegations
 - volunteering in the community
 - receiving awards and honors

What Graduates and Students Have to Say

" I was hired as a School Counselor at Jefferson Township High School in Oak Ridge, NJ (far north in Morris county, almost in Sussex county). I have a caseload of around 300 high schoolers in grade 9-12. While I am far from home/Rider, I am really enjoying my job. Being accepted into Rider's program was the best thing that could happen to me. I want to thank you again for your help." (Matt Friedman, MA, 2011)

"To all of my beloved professors - I just wanted to thank each and every one of you for making my experience in the counseling program at Rider so rich, fulfilling, beneficial, and meaningful. As I walked across the stage on Thursday night and received my diploma, I was filled with such gratitude for the countless ways that each of you has impacted me both inside and outside of the classroom. Thank you for your dedication to teaching. Thank you for challenging me to become a better counselor, a better student, and a better human being! (Emily Cady, MA, 2012)

Admission Information

Deadline for applications to master's degree programs are October 1 for spring admissions and February 1 for fall admissions. Educational Specialist Degree program has rolling admissions (EdS admissions are closed as of Fall 2022). To learn more, please contact: Office of Graduate Admission, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ, USA, 08648- 3099. Email: gradadm@rider.edu. Phone: 800-257-9026 or 609-896-5036.

RIDER UNIVERSITY MISSION STATEMENT

Rider University enables its students to acquire knowledge, think critically, communicate clearly, and lead effectively so they may enjoy fulfilling lives and successful careers. A challenging and caring institutional environment encourages and supports students as they recognize and develop their unique potentials.

The Rider University community fulfills this mission by: providing educational opportunities through rich and varied curricula that encourage students to learn deeply and broadly in response to their particular needs and interests; encouraging caring, compassion, and justice in a stimulating learning community that embraces and values the diversity of its members; motivating students of varying backgrounds, interests, and abilities to fulfill the special potential in each of them; guiding students in preparation for the workplace; introducing student, through a variety of educational experiences, to institutional resources and services that enable them to make early and effective use of the many learning opportunities available to them; offering each student curricular and extra-curricular opportunities to develop leadership and interpersonal skills; fostering an awareness and understanding of social issues and global concerns to encourage students to be responsible contributors to their communities; promoting inquisitiveness, openness to change, and a commitment to life-long learning; holding teaching excellence paramount while balancing the complementary commitments to scholarly activity and service; recruiting, retaining, and developing a superior faculty and staff dedicated to the intellectual and personal growth of students; and adhering to sound fiscal and management policies and practices as an essential precondition to the realization of each of the foregoing.

CEHS Conceptual Framework

Goal 1: Commitment

Commitment is a value highly prized by the College of Education and Human Services, serving as an essential cornerstone for our teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators. In teaching and practice the faculty models these professional behaviors and encourages and expects their development in our students and graduates.

Goal 2: Expanding Knowledge

In the College of Education and Human Services, we emphasize both content and pedagogical knowledge as we prepare our students. We design classroom and field experiences to help students learn this knowledge and apply it in practice. Students are expected to use their technological expertise as a tool in learning and to reference relevant standards when either planning for or reflecting on their own classroom work, as well as that with their own students or clients.

Goal 3: Reflection

The College of Education and Human Services defines reflection as the process of thinking clearly and deliberately to promote understanding and to actively foster the exercise of in depth thinking about professional practice. We believe that reflection, grounded in active experience, has value for developing educators, when practiced consistently and systematically through such activities as classroom observation, continuous self-assessment, and journal writing.

Goal 4: Professionalism

Becoming an expert professional educator requires a career-long commitment to reflective experimentation and skill building. Novice and experienced educators enrolled in the College of Education and Human Services are on a career-long path toward professionalism and are not viewed as totally developed and experienced professionals upon graduation. Our goal is to encourage students to become thoughtful, creative problem-solvers as they begin and refine the acquisition of craft and knowledge in their ongoing journey toward higher levels of professional success.

For more information visit the [CEHS website](#).

College of Education and Human Services Mission

The Rider University College of Education and Human Services develops committed, reflective practitioners who create an environment where knowledge and diversity are valued. We foster the growth of actively engaged students who take responsibility for learning the foundations of their future practice. We perceive 21st century challenges – Globalization, Technology, Diversity, Environmental Awareness, Exponential Knowledge Growth, and prepare students who are aware of social and individual complexity and are able to thrive in an evolving, shifting and interactive society.

College of Education and Human Services Philosophy

We foster continuous growth in our students by providing an environment in which it is safe to experiment, take risks, and make mistakes without sacrificing professional or academic rigor. Our goal is to foster this growth by faculty modeling of desirable behaviors; by providing a balance of classroom learning and supervised field experience; by providing opportunities for on-going independent and supported reflection on practice; and by encouraging novice and experienced educators to develop attitudes and behaviors that will support their professional growth.

We foster committed, knowledgeable, reflective professionals through carefully developed, expertly taught programs for its graduate and undergraduate students. To this end, course work and field experience offer multiple opportunities for beginning and experienced teachers and other school personnel-in-training to learn new skills while strengthening existing ones, to build habits of professional thought that enhance practice, to seek and understand the theoretical underpinnings of such practice, and to apply new learning in a variety of field-based experiences. Through this process, we develop in our students the behaviors of committed teachers, school and organizational leaders, counselors and school psychologists the sound knowledge base which informs expert practice, and the habits of reflection which encourage professional growth, all leading to the development of the qualities of professionals.

**College of Education and Human Services Department of
Graduate Education, Leadership and Counseling**

MISSION OF RIDER UNIVERSITY COUNSELING SERVICES PROGRAM

The Rider University Counseling Program provides students with graduate level training in clinical mental health counseling and school counseling. The program also provides concentration training in dance/movement therapy and offers a certificate in coaching. Our program trains students in competencies aligned with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the National Board for Certified Counselors (NBCC), the American Dance Therapy Association (ADTA), and the Center for Credentialing in Education (CCE; Board Certified Coach).

The program subscribes to the developmental-reflective model for professional preparation of counselors. The developmental philosophy recognizes that students enter the program at different levels of experience and expertise. An initial and continuing emphasis in the preparation of counselors is on their intra-personal awareness and their willingness and ability to be reflectively introspective with the goal of continued professional growth.

Located in the northeast region of the United States, the program is committed to working effectively with students of diverse backgrounds in areas such as culture, religion, spirituality, race, ethnicity, language, age, gender identity, sexual identity, ability, and geographical location.

The program provides counselors-in-training with the theoretical understanding of healthy human growth and development. The focus is on the application of mental health, psychological and human development principles through cognitive, affective, behavioral and systemic strategies that address wellness, personal growth and career development as well as pathology.

The program also provides counselors-in-training with strategies to integrate and apply the theoretical knowledge base, current research evidence, and ongoing self-reflective development. Continued active professional development is an ultimate goal.

The counselors-in-training develop a theory-based approach that is congruent with their unique personal qualities. The theory developed includes personal, cultural, social, vocational, psychological, and educational domains.

(Revised September 2021)

Rider University
College of Education and Human Services
Department of Graduate Education, Leadership and Counseling

COUNSELING SERVICES STATEMENT OF PURPOSE

COUNSELING SERVICES PROGRAM: offers **MA in Counseling Services (School Counseling Option)** and **MA in Clinical Mental Health Counseling (including a Dance Movement Therapy concentration in the MA CMHC program)**; **EdS in Counseling Services** (*EdS program admissions closed as of Fall 2022*); **NJ Certification Programs in School Counselor and Director of School Counseling Services** (*this certificate program admissions closed as of Fall 2023*); and a **National Certification Program in Board Certified Coaching**.

Master's of Arts Degree in Counseling Services, School Counseling Option

This 60-credit program prepares students to be certified as a school counselor in elementary and secondary public and private schools. Accredited under the 2016 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the program has been approved for school counseling certification by the New Jersey State Board of Education and meets the certification requirements in most other states; this program also meets the core requirements of the National Board of Certified Counselors (NBCC). Students may take elective courses to also qualify for the Student Assistance Coordinator (SAC) Certificate. Students completing this program meet educational requirements for certification as a National Certified Counselor (NCC) and as a Board Certified Coach (BCC). Students may also meet educational licensure as a Licensed Professional Counselor (LPC) in New Jersey and Pennsylvania, depending on their elective course choices.

Master's of Arts Degree in Clinical Mental Health Counseling (CMHC)

This program prepares students for counseling positions in a wide range of settings, such as community agencies, mental health agencies, hospitals, government facilities, institutions of higher education, private practice, and substance abuse treatment facilities. Students may also apply to and enroll in the **Dance/Movement Therapy concentration** in the **Master of Arts in Clinical Mental Health Counseling degree program**. In this concentration, students are trained in clinical mental health counseling with a specialization in dance/movement therapy. The CMHC program is accredited under the 2016 CACREP standards. Students completing this program meet the educational requirements for licensure as a Licensed Professional Counselor (LPC) in New Jersey, Pennsylvania, and most other states; for certification as a National Certified Counselor (NCC) as a Board Certified Coach (BCC).

MA CMHC students (not enrolled in the DMT concentration) complete 60-credits and can meet educational requirements for certification as an Approved Clinical Supervisor (ACS) and Licensed Clinical Alcohol and Drug Counselor (LCADC) in New Jersey, contingent on elective coursework. These students may take two additional courses and complete SAC fieldwork in a school to qualify for the Student Assistance Coordinator Certificate of Eligibility with Advanced Standing (SAC CEAS; two courses may be able to count as electives for the MA CMHC program).

MA CMHC students (who are enrolled in the DMT concentration) complete 65 credits. * The DMT concentration is in candidacy with the American Dance Therapy Association, and students are eligible for the national credential as a Registered Dance Movement Therapist (R-DMT).

* Students in the MA CMHC program (with a DMT concentration) do not have electives as part of their program of study. Thus, students in this concentration would need additional coursework to meet the LCADC or ACS educational requirements.

OBJECTIVES OF RIDER UNIVERSITY COUNSELING PROGRAMS

Last Revised: 9/2021

The basic objectives of the program are to provide graduates with the philosophy, knowledge, competency, and self-awareness that will enable them to function effectively as school counselors and clinical mental health counselors. In addition, the program provides effective training in the concentration of dance/movement therapy. Specifically, upon completing the program, graduates will possess the competencies, as aligned with the National Board for Certified Counselors (NBCC), the American Dance Therapy Association (ADTA), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), in the following areas:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Students will understand the professional functioning of clinical mental health counselors (including clinical mental health counselors with a dance/movement therapy concentration) and school counselors in a multicultural and pluralistic society, including: ethical and legal responsibilities, factors relevant to professional counseling identity (e.g., the importance of advocacy related to the counseling profession and client care, involvement in professional counseling organizations, consultation with peers and colleagues, and understanding of professional credentials and/or licenses relevant to the counselor role), the application of modern technology for appropriate client care, the appropriate modeling of counselor self-care, and the suitable use of supervision.

2. SOCIAL AND CULTURAL DIVERSITY

Students will demonstrate knowledge and competencies relevant to the professional functioning of clinical mental health counselors (including clinical mental health counselors with a dance/movement therapy concentration) and school counselors in multicultural and pluralistic societies. This includes the understanding of the impact of heritage, acculturative and spiritual experiences, effects of power and privilege, impact of migration, and discrimination on mental health development.

3. HUMAN GROWTH AND DEVELOPMENT

Students will demonstrate an understanding of the theories of individual and family development, as well as the biological, cognitive, physiological, and neurological factors that affect typical and atypical human development, functioning, and behavior across the life span within multicultural contexts.

4. CAREER DEVELOPMENT

Students will understand ethical and culturally relevant approaches to career development in a diverse and global economy. Specifically, students will understand and apply theories and models of career development and decision making. Students will identify and use appropriate career assessments, labor information resources and technology in career counseling. Students will understand the interrelationships among and between work, mental well-being, and other life roles and factors.

5. COUNSELING AND HELPING RELATIONSHIPS

Students will demonstrate the knowledge and application of major theories, models, and strategies for working with clients in a variety of settings in order to develop a personal approach to counseling and consultation. Students will demonstrate essential interviewing, counseling and case conceptualization skills.

Additionally, students will demonstrate an understanding of client and/or consultee characteristics that influence helping processes, including social-cultural differences and/or systemic environmental influences and trauma in order to promote resilience and optimal development and wellness across the lifespan.

6. GROUP COUNSELING AND GROUP WORK

Students will demonstrate both theoretical and experiential understandings of group purpose, objectives, process, development, dynamics, and methods using verbal and non-verbal techniques to lead and facilitate inclusive groups. Students will demonstrate an understanding of different types of groups and the role of the counselor in each type.

7. ASSESSMENT AND TESTING

Students will demonstrate the knowledge of the development of assessments, including the historical perspectives concerning the meaning of testing and assessment, basic statistical concepts, assessment scores, and methods and sources of assessment.

Students will develop the knowledge, competency, and skills of selecting, administering, and interpreting appropriate formal and informal assessments with diverse clients for screening, diagnostic, and intervention planning purposes in a variety of settings.

8. RESEARCH AND PROGRAM EVALUATION

Students will demonstrate knowledge of basic statistics and types of research, and effectively critique and use existing research for counseling practice.

Students will apply basic data analysis techniques and research designs in conducting surveys, evaluating programs and practices, and conducting needs assessments.

9. PROFESSIONAL DISPOSITIONS

Students will demonstrate dispositions congruent with future careers in clinical mental health counseling (including clinical mental health counselors with a dance/movement therapy concentration) and school counselors. Specifically, students will demonstrate communication styles, behaviors, and attitudes consistent with openness to new ideas/self-management, cooperativeness with others/orientation to others, initiative/dependability, self-reflection, and professionalism.

Annual Report: The Counseling Services Program is committed to preparing students to enter the counseling field with strong counseling skills and a deep knowledge base. In order to evaluate the effectiveness of the program, we engage in various program evaluation efforts on a regular cycle, including: surveys of our students, graduates, site supervisors, and employers of our alumni; review of student dispositions and academic progress; and review of applicant, student, and graduate demographic data. We are proud of our students and program and we continually revise the program for training improvement and to keep current with the CACREP standards and licensure and certification requirements. Our annual report summarizes these program evaluation processes and subsequent program modifications on an annual basis. For a copy of the most recent annual report, please access it on the website or contact the Director of Clinical Internships; Adam Lucas; lucasa@rider.edu; 609-896-5351.

- <https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate/clinical-mental-health-counseling>
- <https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate/school-counseling-services>

COUNSELING SERVICES FACULTY and STAFF

FACULTY

C. Emmanuel Ahia, LPC, NCC, Director of Clinical Mental Health Counseling and EdS Counseling programs – eahia@rider.edu

Ph.D. Educational Psychology (Counseling), Southern Illinois University, 1983

J.D. School of Law, University of Arkansas, 1990

Areas of Specialty: Multicultural Concerns; Legal and Ethical Issues, Counseling Supervision.

Juleen K. Buser, LPC, NCC, NJ Certified School Counselor, ACS, BCC, Director of School Counseling and Coaching programs – jbuser@rider.edu

Ph.D. Counselor Education and Supervision, Syracuse University, 2009

Areas of Specialty: Disordered Eating; Spiritual Coping; Counselor Training

Yi-Ju Cheng, LPC (TX, NJ), NCC, RPT, CCPT-S, CPRT-S – ycheng@rider.edu

Rho Upsilon Beta Advisor

Ph.D. Counselor Education and Supervision, University of North Texas, 2015

Areas of Specialty: Play Therapy; multicultural issues in counseling and counselor education

Terry L. Pertuit, LPC-S, LMFT, NCC, Certified School Counselor – tpertuit@rider.edu

Ph.D. Counselor Education and Supervision, Pennsylvania State University, 2009

Areas of Specialty: Community Counseling and School Counseling (K-12)

Tiffany Rikard, LMFT (NC) – rikard@rider.edu

Ph.D. Counselor Education and Supervision, University of North Carolina Charlotte, 2022

Areas of Specialty: Counselor Training; Multicultural Counseling; Couples and Family Therapy

Marion Rogers, LAC, NCC, BCC – rogers@rider.edu

M.A. Clinical Mental Health Counseling, Rider University, 2019

Areas of Specialty: Legal and Ethical Issues; Multicultural Counseling

William Sterner, LCPC, LCMHC, NCC, ACS – wsterner@rider.edu

Ph.D. Counselor Education, Penn State University, 2007

Areas of Specialty: Mental Health & Substance Abuse, Counselor and Counselor Educator Competencies, Methodological Issue, Career Issues

STAFF

Adam Lucas, MA, LAC, NCC, BCC, Director of Clinical Internships – lucasa@rider.edu

MA in Clinical Mental Health Counseling, Rider University, 2015.

Anne Rees, Administrative Associate – arees@rider.edu

Department of Graduate Education, Leadership and Counseling Office

The office is located in 202 Bierenbaum Fisher Hall. Phone number is 609-896-5353.

MASTER'S OF ARTS DEGREES ADMISSIONS POLICIES

- Hold a baccalaureate degree from an accredited college or university. Submit official transcripts of all prior college work.
- Have a minimum undergraduate grade-point-average (GPA) of 2.75. Students who have a previous graduate degree must have a 3.0 GPA in past graduate work attempted.
- Submit at least two recommendations (using the recommendation forms that can be obtained from the Office of Graduate Admissions) from professionals indicating the applicant's reputation as a practitioner of high merit and attesting to their promise as a graduate student and a professional counselor.
- Submit a completed application for admission, which includes a written statement answering this prompt:
 - The Rider University Counseling Program values training students with academic rigor and an emphasis on self-reflection. Write a brief essay (500 word minimum) in which you discuss:
 - Your understanding of the philosophy of the counseling profession. For those applying to the dance/movement therapy concentration within the clinical mental health counseling program, be sure to also discuss your understanding of dance/movement therapy.
 - Your reflections on how issues such as your personal characteristics (e.g., personality traits), personal and professional life experiences, and/or various identities (e.g., age, gender identity, sexual identity, racial identity, ability status) have influenced your choice of the profession and the clients you hope to work with in the future.
 - Your experience in online coursework or other educational activities (e.g., workshops). What do you believe are the keys to successful online education in terms of student effort and qualities?
 - Your perspective on remote counseling relationships, such as sessions offered via zoom. What are qualities that a counselor should have to make such a relationship successful?
- Participate, along with other applicants, in a group interview session facilitated by counseling services faculty. The purpose of this meeting is to determine the applicant's compatibility for a career in the field.
- Individuals applying to the MA CMHC program with a DMT concentration will need to complete a separate movement interview for admission.
- Transfer of Credit -Upon application and admission to the Master's degree in Counseling Services Program (School Counseling) or Master's degree in Clinical Mental Health Counseling Program, students may request transfer of up to 12 semester hours of graduate credits completed at an accredited institution into the School Counseling program or up to 30 semester hours of graduate credits completed at an accredited institution into the Clinical Mental Health Counseling Program. These credits must have been earned within six years of the date of credit transfer approval. The advisor must approve all transfer credits at the time of admission. Courses accepted for transfer must be similar to required or elective courses that are approved for the respective programs, and a grade of at least "B" must have been earned in each of these courses. Students who are eligible to transfer from other institutions must submit official transcripts of these credits and catalog description of the courses along with a written request for such a transfer. For courses which contain certification standards, the following process applies:
 - Courses that contain Board Certified Coach (BCC) standards cannot be transferred in if a student wants to attain the Rider Life and Career Coaching certificate and fulfill educational requirements for the BCC credential. See p. 30 for information on Rider courses that contain BCC standards.
 - Courses that contain Student Assistance Coordinator (SAC) standards need to be reviewed by the faculty advisor to determine if they cover the relevant SAC standards contained in the Rider courses. Review of material such as course syllabi can assist the advisor in making this determination. If the advisor determines that course(s) do not cover the SAC standard(s), a student cannot attain the Rider SAC certification or fulfill requirements for the NJDOE SAC CEAS if they transfer in such course(s). See pp. 28-29 for information on the SAC standards covered in specific Rider courses.
- Students who accept an offer of admission into the Counseling Services program must agree to the expectations listed in the Informed Consent Document and submit a signed form to the Director of Counseling Services before beginning the program.

The faculty encourages prospective students from diverse ethnic and cultural backgrounds to apply. Upon completion of the admissions process, the Counseling Services faculty will evaluate each applicant's potential for success in the program. Faculty members will take into consideration all of the factors listed above in coming to admission decisions.

**RIDER UNIVERSITY
INFORMED CONSENT DOCUMENT
FOR MASTER’S DEGREE CANDIDATES IN COUNSELING SERVICES**

Consistent with the American Counseling Association Ethical Standards, the College of Education and Human Services’ commitment to professionalism and the Counseling Services program’s emphasis on respect for the individual, this Informed Consent Document is presented to protect the integrity of the University and you.

Expectations from the Program Faculty

We commit ourselves to providing a professional program consistent with the Standards of the Council for Accreditation for Counseling and Educationally Related Programs. Specific to these Standards, you can expect the faculty:

- To maintain the confidentiality of information shared except insituations where there is the potential for harm to another or harm of self or under circumstances that impact your personal and professional development;
- To attend to any confidential information shared in a manner that is considered to best assist you in developing as a professional counselor;
- To mutually explore skills or traits that are determined to be inconsistent with becoming a professional counselor and to assist you in determining how they can best be addressed while remaining in the program;
- To assist you when it is determined that your exhibited skills or traits are an obstacle to attainingprofessional requirements and in seeking resources to work toward change or to exit the program, if so determined;
- To provide individual meetings with faculty for concerns related to program planning, supervision for evolving counseling skills development, or other concerns related to becoming a professional counselor; and
- To continue to be involved in our own professional development through our involvement in professional associations, consultations in the field, attending professional development continuing education, andconducting professional research.

Expectations of the Program Candidate

If you accept entrance into a degree program within the Rider University Counseling Services Program, the following commitments will be expected of you:

- To maintain the standards and requirements established for each course;
- To constantly strive to become the best professional counselor within your own unique traits, providing theyare consistent with the practices accepted by the profession;
- To self-explore the traits and skills identified to be consistent with the prescribed practices in the profession;
- To be open to issues of diversity including, but not limited to, culture, gender, sexual orientation, age, etc.;
- To not impose personal values on clients;
- To maintain confidentiality of activities in the program where fellow students are sharing personal information;
- To follow the Ethical Standards of the American Counseling Association when working with any clients in your field experience courses; and
- To respect fellow students and faculty members in course activities where differences of thoughts and values may be shared as part of the classroom experiences.

I have read and commit to the provisions in this document.

_____ Name of candidate

_____ date

Critical Issues for All M.A. in Counseling Services Students

1. The Department of Graduate Education, Leadership, and Counseling suggests that students who are employed full-time limit their classes to six (6) semester hours of graduate work in a given semester.
2. Classes are offered once a week during the fall and spring semesters from Monday through Thursday. Most classes run from 4:30 to 7:10 pm (first session) and from 7:20 to 10 pm (second session). There are a few courses offered during Summer I and Summer II sessions. *Note: some courses in the MA CMHC program (with a DMT concentration) run from 4:30-5:45pm and 6:30-9:30pm.*
3. Methods of Instruction include lecture classes, Canvas, supervised practice counseling laboratory, seminars, and supervised practica and internships. We offer online, hybrid, and in-person courses.
4. Registration for spring semester is in October/November and for the summer and fall semester is in March/April. Check the Rider University registrar webpage for exact dates.
5. Registration is not a guarantee of class placement. The following is the present policy for preferential order for courses: (1) courses needed to graduate at the end of the semester, (2) courses that will not be scheduled until after the date of the student's projected graduation, (3) student has full-time status, (4) student is nearing the end of her/his program and needs the course either as a pre-requisite for an ensuing course or on its own merit, (5) all other students enrolled in particular programs of study, (6) student has extenuating circumstances not covered in this section.
6. Please work with your advisor to develop a plan of study during your first year in the program. Reference the plan of study documents to plan out your course of study and make sure to take required pre- and co-requisites for fieldwork courses.
7. COUN/CNSC/CNDT 591 and/or COUN 660 (if chosen as an elective) are to be taken in the last semester of program. Special cases require written approval of the Graduate Counseling Services Faculty.
8. The field experience is to be for a minimum of two consecutive semesters. The field experience placement should be obtained at least 6 months prior to the semester when planning to take Practicum.
9. The practicum course (COUN/CNSC 580, COUN/CNSC 581, COUN/CNDT 585, COUN 586) is to precede the internship courses. Each practicum student will be supervised individually or in triadic supervision by the Rider practicum instructor and will also receive a minimum of one-and-one-half hours of group supervision each week.
10. *Professional student liability insurance is **required** for all students taking Counseling Services field courses.*
11. Comprehensive Examinations are to be taken in the last semester of the program or in the semester when enrolled in Internship II. Students completing the program in the summer semester may petition the Counseling Services Faculty to take the comprehensive examination in the spring. This must be done in writing with permission granted prior to registration for the exam in the spring semester.

RIDER UNIVERSITY

Department of Graduate Education, Leadership, and Counseling

Important Information for Counseling Students

Orientation: New students have two orientation sessions. First, new students are invited into a COUN 500 class session the semester before they begin the program; students can become familiar with the program and meet current students. The second session occurs before new students begin their first semester. This provides an opportunity to review the program requirements, discuss plans of study, and answer questions.

Attendance: Class attendance is vital for student success in the Counseling Services Program. Students are expected to attend class regularly: for online courses, students are expected to attend live online class sessions (e.g., via zoom); for in person classes, students are expected to attend in person class sessions; and for online hybrid classes, students are expected to attend in person class sessions and live online class sessions. Please note that live attendance is expected and required in our program; listening to recorded class sessions after the live meeting or remotely joining live in person sessions is not a substitute for live attendance. Check with each course instructor for specific attendance requirements.

Advising and Plan of Study: At the second orientation session, students are assigned advisors. In this session, students bring a draft plan of study and meet with program faculty members to discuss this plan. Students should be in contact with their advisor to develop a plan of study that fulfills program requirements. The plan of study is subject to change due to changes in workload offerings and in students' personal situations.

Graduate Academic Catalog: For information on admissions, graduation requirements, academic policies, etc. The catalog is online: <http://catalog.rider.edu/>

Annual Review: Each spring, an annual review of each student currently enrolled is conducted. Students are assessed for professional potential, conduct and suitability for the program, and academic progress. Please see annual review rubric in this handbook.

Students must maintain a 3.0 GPA and receive no more than two C grades or lower to remain in the program. Students must earn a grade B or higher in COUN 550 and COUN 503 to be approved to take practicum. Students must earn a grade of B or higher in practicum to be approved to take internship. If a student earns a grade lower than a B in these courses, they must retake the course(s) to attain a grade of a B or higher. In order to complete the program, students are limited to two total attempts (one re-take) for each course. After two unsuccessful attempts, students will be dismissed. Students are also monitored in terms of performance on CACREP outcome measures; low scores on one or more of these measures may constitute an academic concern. Students will be notified of their standing by a letter via their Rider email account. Students who score low in one or more rubric areas and/or determined by the faculty to have professional and/or academic concerns will be notified, and a meeting may be scheduled in person or via student and faculty Rider zoom accounts.

Practicum: You should contact your advisor and Adam Lucas, Director of Clinical Internships (lucasa@rider.edu) for further details **at least one year** prior to the semester you plan to enroll in practicum.

- To progress to practicum, you need to **attain a grade of B or higher** in COUN 550 and COUN 503.
- **Before starting your practicum, you are required to obtain student liability insurance (additional information can be found in the Counseling Practicum/Internship Agreement Booklet).**
- To progress to internship, you need to **attain a grade of B or higher** in practicum.
- In your handbook, it is important to read the section on practicum and internship in order to ensure you will obtain an approved site so you can enroll in the practicum class.
-

Comprehensive Examinations & Graduation: At the start of your final semester (in COUN/CNSC/CNDT 591), you need to take the Counselor Preparation Comprehensive Examination (CPCE) along with payment of the current fee. At this time, you also need to submit a graduation application.

Philosophy of Diversity and Ethical Practice: The Counseling Services Program is committed to the multicultural and ethical development of all our students. To this end, we admit students from diverse backgrounds and seek to create an academic environment that fosters professional ethics and diversity of culture, religion, race, ethnicity, language, age, gender identity, sexual identity and students with special needs.

The program uses a variety of learning experiences to teach the understanding of all forms of diversity and ethical issues. While we recognize the usefulness of demographic diversity, we emphasize and seek to produce ethical counseling professionals who are skillful and sensitive to all issues of diversity.

Special Accommodations: Any student who supplies the University with appropriate documentation of a disability is eligible on a case-by-case basis for reasonable accommodations. Contact the Student Accessibility and Support Services in the Bart Luedeke Center, Suite 201: (609) 895-5492; accessibility@rider.edu. Students should contact SASS before a semester begins in order to provide timely notification of accommodations to professors.

Financial Aid: Aid is available to qualified graduate students under several state and federal loan programs. Contact the Office of Student Financial Services (609-896-5360).

Graduate Assistantships: The office of Career Development and Success offers students the opportunity to find campus employment online using the Rider Handshake site where students can view and apply for graduate assistantships. The GELC Department also offers a limited number of graduate assistantships. Applications are accepted in spring semesters. To obtain an application, contact the Department 609-896-5353.

Rho Upsilon Beta: Rider University chapter of Chi Sigma Iota: The Rider University chapter of the Chi Sigma Iota International Counseling Honor Society was established in 2010. The Rider chapter, Rho Upsilon Beta, is an academic and professional honor society. Two faculty members are co-advisors, and graduate students are officers. This society celebrates the outstanding achievements of graduate students in counseling.

National Counselor Examination (NCE): A passing score on the NCE is required to apply for national certification and/or state counselor licensure. If you plan to take this exam to become a National Certified Counselor or a Licensed Professional Counselor in NJ or PA (or most states), you need to apply to take the exam 1 semester before the semester you graduate. Contact Yi-Ju Cheng (ycheng@rider.edu), for details.

School and SAC Certification: If you plan to apply for your School Counselor and/or SAC certification(s) in New Jersey, please visit <https://www.nj.gov/education/certification/apply/> to create an account in the NJ DOE's NJEdCert system. You should not apply for the state certification(s) until you are close to finishing your final semester in the program. You may contact Jeanette Friscia, Certification Coordinator, in the Office of Field Placement & State Certification with any questions at jfriscia@rider.edu.

For school counselor certification: If you are applying in Pennsylvania, it is recommended that you first become certified as a school counselor in New Jersey before you apply to Pennsylvania. Please note that you will need to complete the School Counselor Praxis Exam in order to get certified in PA. For all non-NJ state applications, you will likely be asked to have a Verification of Program Completion Form completed as part of your application process. Please send these forms to certificationoffice@rider.edu for completion. *For SAC certification:* Students should consult the NJ Department of Education for the most updated and detailed explanations of the requirements to obtain a provisional SAC certificate, register for and complete a SAC residency, and qualify for a standard SAC certificate through the NJ Department of Education. This document provides additional information: <http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>

Licensed Professional Counselor (LPC): In NJ, the Professional Counselor Examiners Committee was established under the authority of the State Board of Marriage and Family Therapy Examiners. Inquiries or complaints may be forwarded to the Executive Director, State Board of Marriage and Family Therapy Examiners, PO Box 45044, Newark, NJ 07101, (973) 504-6582 or DCA_Professional_Counselors_No_Reply@dca.njoag.gov. You must first apply to become a Licensed Associate Counselor (LAC). Regulations and applications can be found on the website: <https://www.njconsumeraffairs.gov/pc> ; **In PA**, applications may be obtained from the State Board of Social Workers, Marriage & Family Therapists, and Professional Counselors, P.O. Box 2649, Harrisburg, PA 17105- 2649; (717) 783-1389. Applications and rules and regulations can be found on the website: <https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx>

Life and Career Coaching Certificate:

Once you have completed the educational requirements for the coaching credential, you are ready to apply to become a Board Certified Coach (BCC). Please see instructions via the link below for how to apply:

- <https://www.rider.edu/academics/colleges-schools/college-education-human-services/resources/graduate-counseling/apply-life-career-coaching-credentials>
 - Contact Adam Lucas in **the Office of Field Placement & State Certification** to start the application process. Rider University will provide you with a Certificate of Completion for your coaching program.
 - You will need to send Adam the *Client Hours Tracking Sheet* to begin the process of applying for your BCC credential. When seeking professor or program director signature on your hours log, please submit the *description of hours form* to the professor or program director.
 - The BCC application is available via the [Council for Credentialing and Education’s \(CCE\) website](#). For the **Professional Endorsement** and **Verification of Experience** forms in the BCC application, please list the following name and email: Adam Lucas (lucasa@rider.edu), as he will complete these forms. Please note that Adam *cannot complete the verification of experience form until he has a signed hours tracking sheet showing that you completed the 30 hours of coaching practice*.
 - You also need to formally apply for graduation from the Rider coaching certificate program. Go to MyRider, go to your Student tab, and then select “apply to graduate.” Please note that there is no cost associated with completing a certificate program. Contact registrar@rider.edu with any questions.

Career Development and Placement Support: The Office of Career Development & Success, located in the Bart Luedeke Center, provides assistance in planning for employment, exploring doctoral programs, assisting in preparing resumes and cover letters, and practicing for interviews. All Rider University students have access to career counseling through the Office of Career Development & Success. These services are designed to increase career awareness through assessment, research, experiential learning and the development of job search competencies resulting in informed decision-making. To schedule an appointment, please call the following number: (609) 896-5000, ext. 7488. You may also visit their website at www.rider.edu/careers.

Professional Organizations: You are encouraged to become involved in professional organizations: the American Counseling Association (www.counseling.org), the New Jersey Counseling Association (www.njcounseling.org), the American School Counselor Association (www.schoolcounselor.org), the New Jersey School Counselor Association (www.njsca.org) and/or other affiliated organizations, such as American Association of Marriage and Family Therapy (AAMFT); American Mental Health Counselors Association (AMHCA); American Rehabilitation Counseling Association (ARCA); American College Counseling Association (ACCA); Association for Creativity in Counseling (ACC); National Employment Counselors Association (NECA); International Association of Addiction and Offender Counselors (IAAOC); Counselors for Social Justice (CSJ); Association for Gay, Lesbian and Bisexual Issues in Counseling; (AGLBIC) Association for Counselors and Educators in Government (ACEG)

Recommendation and Endorsement Policy: Counseling faculty can recommend program students and graduates only for employment or credentialing for which students and graduates meet established criteria.

Students may make a request to the Director of Counseling Services to provide written and/or verbal endorsements for school counseling certification or for state counselor licensure. There is a Rider University Certification Office in the College of Education and Human Services that helps with the school counseling endorsement process.

Students may make a request to counseling faculty to write recommendation letters or provide verbal recommendations. Each request should allow sufficient response time and include a transcript, a resume, and information to whom the information should be provided. A faculty member reserves the right, on professional grounds, to agree or refuse to provide a recommendation.

Personal Counseling: All Rider University students have access to personal counseling services provided by professionals at the Rider Counseling Center. To schedule an appointment at the Counseling Center, please call: (609) 896-5157 or email counseling@rider.edu. As the Counseling Center notes on their website, “email/voicemail should never be used in case of an emergency.” Please note that counseling program students may be completing fieldwork hours as practicum or internship students at the Rider Counseling Center; if you are seeking services at the Rider Counseling Center, let them know you are a counseling graduate student and should not be assigned a fellow graduate counseling student as your counselor.

The Counseling Center also has ongoing meetings that may be of interest and has a “hybrid service model that allows for flexibility of care,” as noted on their website <https://www.rider.edu/student-life/health-wellness/counseling-center/appointments>). If you would prefer to locate a clinician who is not associated with the Counseling Center, you may call the Counseling Center and ask for an updated list of community referral sources. On their website, the Counseling Center also provides a referrals database (<https://www.rider.edu/student-life/health-wellness/counseling-center/appointments>).

Digital Delivery: Some courses in the program are online and online hybrid. Required resources for these classes include Canvas (<https://www.rider.edu/about/offices-services/technology/additional-student-services/canvas>) and Zoom (<https://www.rider.edu/about/offices-services/technology/zoom>), both of which are provided by Rider University to students. Please contact OIT (609-219-3000) if you have difficulty accessing Zoom or Canvas.

Students should use a private space in which to complete online coursework, in addition to a reliable internet connection. Students can use a home space and home internet connection and/or can use space on the Rider campus (and the Rider internet) to complete online or online hybrid courses. In addition, if students choose to take an online class that meets before or after an in-person or hybrid class, coming to or staying on the Rider campus to complete their online class may be optimal.

Please contact Anne Rees (arees@rider.edu) if you would like assistance in reserving a campus space.

Counseling Program Annual Review Rubric

	Concerns (1)	Acceptable (2)	High (3)
Openness to new ideas/ Self-Management	Was dogmatic about own perspective and ideas. Ignored or was defensive about constructive feedback. Showed little or no evidence of incorporating constructive feedback received to change own behavior.	Was amenable to discussion of perspectives other than own. Accepts constructive feedback without defensiveness. Some evidence of effort to incorporate relevant feedback received to change own behavior.	Solicited others' opinions and perspectives about own work. Invited constructive feedback and demonstrated interest in others' perspectives. Showed strong evidence of incorporation of feedback received to change own behavior.
Cooperativeness with others/ Orientation to others	Showed little or no engagement in collaborative activities. Undermined goal achievement in collaborative activities. Was unwilling to compromise in collaborative activities.	Engaged in collaborative activities. Accepted compromise in collaborative activities.	Worked actively toward reaching consensus in collaborative activities. Was willing to initiate compromise in order to reach group consensus. Showed consistent concern for group as well as individual goals in collaborative activities.
Initiative/ Dependability	Often missed deadlines and classes. Rarely participated in class activities. Often failed to meet minimal expectations in assignments. Displayed little or no initiative and creativity in assignments.	Missed the maximum allowable classes and deadlines. Usually participated in class activities. Met expectations in assigned work. Showed some initiative and creativity in assignments.	Met all attendance requirements and deadlines. Regularly participated in class activities. Met or exceeded expectations in assigned work. Consistently displayed initiative and creativity in assigned work.
Reflection	Demonstrates little to no self-awareness or self-reflection. Does not reflect or inaccurately reflects on how personal experiences and/or characteristics could influence future professional functioning and influences current performance in graduate training.	Demonstrates an acceptable level of self-awareness or self-reflection. Reflects accurately on how personal experiences and/or characteristics could influence future professional functioning and influences current performance in graduate training.	Exhibits a high level of self-awareness or self-reflection. Reflects accurately and insightfully on how personal experiences and/or characteristics could influence future professional functioning and influences current performance in graduate training.

Professionalism	There are concerns about the level of professional qualities exhibited in areas such as communication, accountability, time management, and ethics.	Student exhibits an acceptable level of professional qualities in areas such as communication, accountability, time management, and ethics.	Student exhibits a high level of professional qualities in areas such as communication, accountability, time management, and ethics.
Integrity: honesty in accepting personal responsibility	Refused to admit mistakes or examine own contribution to problems. Lied, minimized, or embellished the truth to extricate self from problems. Consistently blamed others for problems without self-examination.	Was willing to examine own role in a conflict when directed to do so. Was accurate and honest in describing own and others' roles in problems. Was open to self-examination about own role in problems.	Monitored own level of responsibility in professional performance. Invited constructive critique from others and applied it toward professional growth. Accepted own mistakes and responded to them as opportunity for self-improvement. Avoided blame in favor of self-examination.
Integrity: professional ethics	Engaged in dual relationships with clients, supervisors, or professors. Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. Endangered the safety and the well-being of clients or student clients. Breached established rules for protecting client or student client confidentiality.	Maintained clear personal- professional boundaries with clients, supervisors, or professors. Demonstrated consistent sensitivity to diversity. Satisfactorily ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients and student clients.	Maintained clear personal- professional boundaries with clients, supervisors, or professors. Demonstrated consistent sensitivity to diversity. Satisfactorily ensured client safety and well-being. Appropriately safeguarded the confidentiality of clients and student clients. Took initiative in identifying how specific ethical standards impact client care and/or current graduate training.
Laws, policies, and professional standards of the profession	Did not follow relevant laws, policies, and professional standards of the profession	Followed relevant laws, policies, and professional standards of the profession	Followed relevant laws, policies, and professional standards of the profession and took initiative in identifying how specific laws, policies, and professional standards impact client care and/or current graduate training.
Academics	Some concerns about academic performance	Acceptable academic performance	High academic performance
	1	2	3

Plan of Study Documents: Introduction

1. Students in MA COUN and MA CMHC programs should reference the documents below as they design their plan of study, in consultation with their faculty advisor.
 - a. Students in the MA CMHC program with a DMT concentration follow a pre-approved plan of study. If you want to make changes to this plan of study, please work with your faculty advisor to design an approved plan.
2. Students need to **meet with their advisor during their first semester of study for approval of their plan of study**.
 - a. Designing this plan of study and gaining approval from a student's faculty advisor in the first semester of study is very important, as students need to take courses in a certain order to meet requirements for fieldwork courses, which occur at the end of their program of study. In addition, practicum placements are contingent on an approved plan of study.
 - b. If a student decides to alter their plan of study after advisor approval, they need to get their advisor's approval on these proposed changes.
 - c. Your advisor may require an additional form (see documents after the plans of study) to approve you for practicum to ensure you have taken required pre and co-requisites. This form does not replace a fully approved plan of study but may be a supplementary form you and/or your advisor could find useful.
3. Please note that COUN/CNSC/CNDT 591 (the second internship course) should NOT be taken in the summer.

SCHOOL COUNSELING PLAN OF STUDY:

IMPORTANT NOTES:

- **60 credit degree program**
- **Total fieldwork hours: 700 (100 for practicum and 300 for each internship)**
- **Courses with * Must be completed prior to starting practicum; Courses with ** Must be taken prior to or concurrently with practicum; Courses with ***May be taken any time during the program.**
- *Please note: Suggested sequence is subject to change, due to changes in course scheduling and offerings. Please stay in touch with your advisor throughout your program.*
- The Practicum course must be completed prior to taking the Internship courses.
 - Practicum is taken at the end of your program upon completion of the prerequisites. Please see Handbook for more information. **Must be approved by Director of Clinical Internships.**
- Internship I and II may be taken during the same semester.
- **COUN 591 is to be taken in last semester of program. Special cases require written approval of the Graduate Counseling Services Faculty.**
- **COUN 591 needs to be taken in fall or spring semester.**

Additional Courses Required for the SAC Certificate

The Rider SAC certificate qualifies students to apply for the Substance Awareness Coordinator Certificate of Eligibility with Advanced Standing (SAC CEAS) in New Jersey, which is supplied by the NJ Department of Education. In order to be eligible for the SAC CEAS, School Counseling students must take two additional courses **at least one of which must be completed PRIOR to SAC practicum or internship: COUN 515 Substance Abuse Counseling OR COUN 516 Strategies in Addictions Counseling**

Update as of Fall 2019: School counseling students can take either CNPY 518 OR COUN 555 for the MA degree and for SAC certification:

- *Students who take EDSO 501 Fall 2019 or later have the option to take CNPY 518 or COUN 555 to fulfill Rider SAC requirements*
- *Students who take EDSO 501 before Fall 2019, must take CNPY 518 to fulfill the Rider SAC requirements*

ELECTIVES (60-credit school counseling students can take 3 elective* courses):

COUN 600	Independent Study & Research in Counseling Services
COUN 502	Prevention & Intervention for Body Image & Disordered Eating
COUN 555	Introduction to Play Therapy (this course or CNPY 518 required for SAC)
COUN 556	Parent Child Play Therapy (COUN 555 is a prerequisite)
COUN 512	Disaster Response, Trauma, Crisis, and Grief Counseling
COUN 660	Counseling Supervision
CNPY 518	Counseling with Children, Adolescents, & Families (this course or COUN 555 required for SAC)
CNPY 516	Advanced Psychopathology
COUN 508	Foundations of Clinical Mental Health Counseling
COUN 515	Substance Abuse Counseling (required for SAC)
COUN 516	Strategies in Addictions Counseling (required for SAC)
COUN 690	Internship in Counseling Specialty I
COUN 521	Cultivation and Implementation of Trauma-Informed Counseling in Community & Educational Settings
EDLD 817	Qualitative Research Methods**
EDPS 502	Psychological Development of the Child and Adolescent**
EDPS 521	Statistics and Quantitative Analysis**
EDPS 535	Biological Basis of Behavior**
COUN 510	Approaches to Family Counseling***
COUN 525	Gender Issues in Counseling***
COUN 535	Holistic Wellness Counseling***

*For students who want to pursue professional counseling licensure in NJ or PA, it is recommended to make one elective a CMHC internship (COUN 690). Such students are also advised to complete a SAC internship (CNSC 590 or 591). Please contact your advisor with questions.

**Note that EDPS 502, EDPS 521, EDPS 535, and EDLD 817 are courses that are part of other graduate programs at Rider. Students should consult with their faculty advisor on elective choices to select courses that meet student career and licensure or certification goals.

*** Note that these courses are not planned to be offered in the upcoming (next AY) workload. Thus, students may want to plan to take different electives or pursue the option to potentially take these courses as a directed study.

STUDENT NAME: _____

STUDENT BRONC ID: _____

FACULTY ADVISOR: _____

Semester:		REQUIRED COURSES SCHOOL COUNSELING <i>(see workload for times of courses & if a course is OL or OLH)</i>
Course	time	Early in the Program (<i>*before practicum</i>)
		* COUN 500 Introduction to Counseling & Helping Professions (<i>must be taken first or second semester</i>)
		* CNPY 502 Theories of Counseling and Helping Professions
		* COUN 550 Counseling & Helping Techniques Laboratory
		* COUN 503 Group Counseling
Semester:		Early or Middle of the Program (<i>*before practicum or **before/with practicum or ***anytime in program</i>)
Course	time	* CNPY 518 Counseling Children, Adolescents, and Families OR COUN 555 Introduction to Play Therapy
		* EDSO 501 Foundations of Counseling in Ed. Settings & Referral Sources for Students & Students with Special Needs
		* CNPY 514 Psychopathology
		* COUN 530 Legal and Ethical Issues in Counseling
		**EDSO 502 Applied Counseling and Consultation Models in Ed Settings
		**COUN 520 Multicultural Counseling & Relationship Dev.
		** COUN 504 Vocational/Career Development in Ed. Settings
Semester:		** EDPS 520 Measurements, Tests, Assessments in Counseling
Course	time	*** EDPS 503 Human Growth and Development (<i>recommended prior to Internship II, due to comp. exams</i>)
		*** EDUC 500 Introduction to Research (<i>recommended prior to Internship II, due to comp. exams</i>)
		<u>Electives in Program (3 courses)</u>
		Time taken varies w/ the course selected. Discuss with advisor.
		<u>End of Program - Field Experience Courses</u>
		COUN 580 Elementary School Counseling Practicum (School) or CNCS 580 Elementary School Counseling Practicum (School) and SAC Practicum (<i>before internships</i>)
		COUN 581 Secondary School Counseling Practicum (School) or CNCS 581 Secondary School Counseling Practicum (School) and SAC Practicum (<i>before internships</i>)
Semester:		COUN 590 Internship in Counseling I or CNCS 590 Counseling Internship I (SAC Internship)
Course	time	COUN 591 Internship in Counseling II or CNCS 591 Counseling Internship II (SAC Internship)

Semester:		
Course	time	

Semester:		
Course	time	

Semester:		
Course	time	

Semester:		
Course	time	

Semester:		
Course	time	

Semester:		
Course	time	

CLINICAL MENTAL HEALTH COUNSELING PLAN OF STUDY:

IMPORTANT NOTES:

- **60 credit degree program**
- **Total fieldwork hours: 700 (100 for practicum and 300 for each internship)**
- **Courses with * Must be completed prior to starting practicum.**
- **Courses with ** Must be taken prior to or concurrently with practicum.**
- **Courses with ***May be taken any time during the program.**
- *Please note: Suggested sequence is subject to change, due to changes in course scheduling and offerings. Please stay in touch with your advisor throughout your program.*
- The Practicum course must be completed prior to taking the Internship courses. Practicum is taken at the end of your program upon completion of the prerequisites. Please see Handbook for more information. **Must be approved by faculty advisor and Director of Clinical Internships.**
- Internship I and II may be taken during the same semester.
- **COUN 591 is to be taken in last semester of program. Special cases require written approval of the Graduate Counseling Services Faculty.**
- **COUN 591 needs to be taken in fall or spring semester.**

Additional Courses Required for the SAC Certificate

The Rider SAC certificate qualifies students to apply for the Substance Awareness Coordinator Certificate of Eligibility with Advanced Standing (SAC CEAS) in New Jersey, which is supplied by the NJDOE. In order to be eligible for the SAC CEAS, CMHC students must take 3 additional courses:

- EDSO 501: Foundations of Counseling in Educational Settings and Referral Sources for Students and Students with Special Needs,
- CNPY 518: Counseling with Children, Adolescents, & Their Families OR COUN 555 Intro to Play Therapy
 - *Students who take EDSO 501 during Fall 2019 or later have the option to take CNPY 518 or COUN 555 to fulfill the Rider SAC requirements. Students who take EDSO 501 before Fall 2019, must take CNPY 518 to fulfill the Rider SAC requirements*
- **One** SAC fieldwork course: CNSC 580 **OR** CNSC 581; CNSC 590; CNSC 591

Please note: Students must take COUN 516 or COUN 515 prior to SAC practicum/ internship.

Update as of Fall 2019: CMHC students can take 2 elective courses

ELECTIVES:

COUN 600	Independent Study & Research in Counseling Services
COUN 502	Prevention & Intervention for Body Image & Disordered Eating
COUN 555	Introduction to Play Therapy (this course or CNPY 518 required for SAC)
COUN 556	Parent Child Play Therapy (COUN 555 is a prerequisite)
COUN 512	Disaster Response, Trauma, Crisis, and Grief Counseling
COUN 660	Counseling Supervision
CNPY 518	Counseling with Children, Adolescents, & Families (this course or COUN 555 required for SAC)
COUN 690	Internship in Counseling Specialty I
COUN 521	Cultivation and Implementation of Trauma-Informed Counseling in Community & Educational Settings
EDLD 817	Qualitative Research Methods*
EDPS 502	Psychological Development of the Child and Adolescent *
EDPS 521	Statistics and Quantitative Analysis*
EDPS 535	Biological Basis of Behavior*
COUN 510	Approaches to Family Counseling**
COUN 525	Gender Issues in Counseling**
COUN 535	Holistic Wellness Counseling**

*Note that EDPS 502, EDPS 521, EDPS 535, and EDLD 817 are courses that are part of other graduate programs at Rider. Students should consult with their faculty advisor on elective choices to select courses that meet student career and licensure or certification goals.

** Note that these courses are not planned to be offered in the upcoming (next AY) workload. Thus, students may want to plan to take different electives or pursue the option to potentially take these courses as a directed study.

STUDENT NAME: _____

STUDENT BRONC ID: _____

FACULTY ADVISOR: _____

Semester:		REQUIRED COURSES CMHC <i>(see workload for times of courses & if a course is OL or OLH)</i>
Course	time	Early in the Program (*before practicum)
		* COUN 500 Intro to Counseling & Helping Professions <i>(must be taken first or second semester)</i>
		* CNPY 502 Theories of Counseling and Helping Professions
		* COUN 550 Counseling & Helping Techniques Laboratory
		* COUN 503 Group Counseling
Semester:		Early or Middle of the Program (*before practicum or **before/with practicum or ***anytime in program)
Course	time	* EDPS 503 Human Growth and Development
		* COUN 508 Foundations of CMHC
		* CNPY 514 Psychopathology <i>(prerequisite for CNPY 516)</i>
		* COUN 530 Legal and Ethical Issues in Counseling
		** COUN 520 Multicultural Counseling & Relationship Dev.
		** COUN 505 Vocational/Career Development
Semester:		** EDPS 520 Measurements, Tests, Assessments in Counseling
Course	time	*** EDUC 500 Introduction to Research <i>(but recommended prior to Internship II, due to comp. exams)</i>
		***COUN 515 Substance Abuse Counseling <i>(For SAC students, this or COUN 516 must be taken prior to practicum)</i>
		*** COUN 516 Strategies in Addictions Counseling
		***CNPY 516 Adv Psychopathology <i>(CNPY 514 is prerequisite)</i>
		Electives in Program (2 courses)
Semester:		Time taken varies w/ the course selected. Discuss with advisor.
Course	time	
		End of Program - Field Experience Courses
		COUN 585 CMHC Practicum <i>(before internships)</i>
		COUN 590 Internship in Counseling I
Semester:		COUN 591 Internship in Counseling II
Course	time	
Semester:		
Course	time	
Semester:		
Course	time	

Semester:		
Course	time	
Semester:		
Course	time	
Semester:		
Course	time	
Semester:		
Course	time	

STUDENT NAME: _____

STUDENT BRONC ID: _____

FACULTY ADVISOR: _____

MA CLINICAL MENTAL HEALTH COUNSELING WITH A DMT CONCENTRATION FT PLAN OF STUDY

➤ **65 credit degree program; total fieldwork hours: 950 (100 for each practicum and 375 for each internship)**

Notes on course plan: Yellow highlight: Students have option to take course in 1 of 2 semesters; some courses are OL or OLH (not indicated below)

Fall Start (2 years and a semester)

Fall (9 credits; 4 courses)

- CNDT 600 Body mind Integration through Movement I (0 credits)
- CNDT 610 Counseling and Dance/Movement Therapy Theory and Practice I (3 credits)
- CNPY 502 Theories or COUN 500 Intro (3 credits)
- COUN 503 Group or COUN 550 Lab (3 credits)

Spring (9 credits; 4 courses)

- CNDT 710 Counseling and Dance/Movement Therapy Theory and Practice II (3 credits)
- CNDT 700 Body mind Integration through Movement II (0 credits)
- COUN 500 Intro or CNPY 502 Theories (3 credits)
- COUN 503 Group or COUN 550 Lab (3 credits)

Summer (up to 4 courses; 12 credits)

- Summer I:
 - CNDT 612 Movement Observation, Analysis, and Assessment in Counseling and Dance/Movement Therapy (3 credits)
 - COUN 530 Legal & Ethical (3 credits)
- Summer II:
 - EDPS 503 Human Growth (3 credits)
 - CNPY 514 Psychopathology (7-week course; 3 credits)

Fall (4 courses; 12 credits)

- CNDT 584 Counseling and Dance Movement Therapy Practicum I (3 credits)
- COUN 520 Multicultural Counseling (3 credits)
- COUN 505 Vocational (3 credits)
- COUN 508 Foundations CMHC (3 credits)

Spring (up to 4 courses; 12 credits)

- CNDT 585 CMHC and DMT Practicum II (3 credits)
- CNDT 620 Clinical Applications of Counseling and Dance/Movement Therapy (3 credits)
- EDPS 520 Tests & Measurements (3 credits)
- EDUC 500 Research (3 credits)

Summer

- Starting Summer I and going for 10 consecutive weeks) *July 4 holiday may alter course duration so 11-week total time frame is needed*
 - CNDT 590 Internship I (3 credits)
 - CNDT 790 Clinical Consultation in DMT (2 credits)
- Summer II
 - EDPS 503 Human Growth (3 credits)

Fall (9 credits; 3 courses)

- CNDT 591 Internship II (3 credits)
- CNDT 791 Clinical Consultation in DMT (3 credits)
- EDUC 500 Research (3 credits)

School Counseling (60 credit) Plan of Study Practicum Approval

Student's Name:

Date:

Advisor:

Course & Degree Requirements

Advisor's Signature

Before Practicum	
COUN-500	Introduction to Counseling & Helping Professions
CNPY-502	Theories of Counseling and Helping Professions
CNPY-514	Psychopathology
COUN-550	Counseling & Helping Techniques Laboratory
COUN-503	Group Counseling
EDSO-501	Foundations of Counseling in Ed Settings and Referral Sources for Students & Students with Special Needs
COUN-530	Legal and Ethical Issues in Counseling or Psychotherapy
CNPY-518 OR COUN 555	Counseling with Children, Adolescents and Their Families OR Intro to Play Therapy
SAC Only (You need to take of the following prior to practicum)	
COUN 515 COUN 516	Substance Abuse Counseling or Strategies in Addictions Counseling
With Practicum	
COUN-520	Multicultural Counseling and Relationship Development
COUN-504	Vocational/Career Development in Ed. Settings
EDPS-520	Measurements, Tests, Assessments in Counseling
EDSO-502	Applied Counseling & Consultation Models in Educational Settings
Any time prior to graduation**	
EDUC-500	500 Introduction to Research

	EDPS-503	Human Growth and Development
	Two electives	

NOTES:

**You need to create a plan of study with your advisor. Your advisor needs to approve this plan for you to progress to fieldwork. This form is an additional approval that your advisor may want you to complete in addition to be approved to take practicum. This form does not replace a fully approved plan of study but may be a supplementary form you and/or your advisor could find useful.*

***EDUC 500 and EDPS 503 recommended prior to Internship II, due to comp. exams*

Clinical Mental Health Counseling Plan of Study Practicum Approval*

Student's Name:

Date:

Advisor:

Course & Degree Requirements

Advisor's Signature

Before Practicum	
COUN-500	Introduction to Counseling & Helping Professions
CNPY-502	Theories of Counseling and Helping Professions
COUN-550	Counseling & Helping Techniques Laboratory
COUN-503	Group Counseling
EDPS-503	Human Growth and Development
COUN -508	Foundations of Clinical Mental Health Counseling
CNPY-514	Psychopathology
COUN-530	Legal and Ethical Issues in Counseling or Psychotherapy
COUN 516 or COUN 515	One of these courses required prior to practicum only if seeking the SAC certification

With Practicum	
COUN-520	Multicultural Counseling & Relationship Dev
COUN-505	Vocational/Career Development
EDPS-520	Measurements, Tests, Assessments in Counseling

Any time prior to graduation**	
EDUC-500	500 Introduction to Research
COUN-515	Substance Abuse Counseling
COUN -516	Strategies in Addictions Counseling
CNPY-516	Adv Psychopathology
Two electives	

NOTES:

**You need to create a plan of study with your advisor. Your advisor needs to approve this plan for you to progress to fieldwork. This form is an additional approval that your advisor may want you to complete in addition to be approved to take practicum. This form does not replace a fully approved plan of study but may be a supplementary form you and/or your advisor could find useful.*

***EDUC 500 recommended prior to Internship II, due to comp. exams*

Advising Information for the LAC/LPC in New Jersey

- Students seeking professional counseling licensure should review the most recent application for NJ licensure: <https://www.njconsumeraffairs.gov/pc/Pages/default.aspx>
- NJ requires that students complete 45 credits in 9 content areas. You want to be sure to have 45 credits in these 9 content areas. Also, optimally you do not want to list your fieldwork courses toward these 45 hours.
 - Students can use these required content areas to guide their elective course choices. Students should consult with their faculty advisor with questions and on elective choices to select courses that meet student career and licensure or certification goals.
- We have created some suggestions here that may be helpful: <https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/counseling-services/information-counseling-students/licensure-certification-information>

MA COUN (School Counseling) Program Advising Information

The 60-credit School Counseling Program prepares students who are primarily interested in a school counselor identity and work in K-12 school settings. Depending on the specific elective options a student takes in this program, the academic coursework may also meet the academic requirements for licensure as a Licensed Professional Counselor (LPC) in New Jersey and Pennsylvania, allowing graduates to work in a wide range of mental health and higher education settings. Each of these areas of focus leads to a Master of Arts in Counseling Services (M.A.).

Note: School fieldwork hours might not count toward supervised counseling experience hours (for the LPC in NJ).

Option 1: School Counseling with choice of 3 electives

A student choosing this option may want to garner experience in a wide range of electives we already offer, such as trauma, play therapy, body image, and/or supervision.

- 3 hours –EDSO 502: Applied Counseling & Consultation Models in Educational Settings
- 3 hours –Approved Elective
- 3 hours –Approved Elective
- 3 hours –Approved Elective

Option 2: School Counseling with a Clinical Mental Health Focus

- 3 hours – EDSO 502: Applied Counseling & Consultation Models in Educational Settings
- 3 hours –Approved Elective (recommendation for COUN 508 Foundations of Clinical Mental Health Counseling, depending on area of interest and/or licensure plans)
- 3 hours –COUN 690: Internship in CMHC setting
- 3 hours –Approved Elective

**students choosing this option may also meet the academic requirements for licensure as a Licensed Professional Counselor (LPC) in NJ and PA*

Option 3: School Counseling with a Play Therapy Focus

- 3 hours –EDSO 502: Applied Counseling & Consultation Models in Educational Settings
- 3 hours –COUN 555: Intro to Play Therapy
- 3 hours –COUN 556: Parent-Child Play Therapy
- 3 hours –COUN 690: Internship in CMHC setting

**students choosing this option may also meet the academic requirements for licensure as a Licensed Professional Counselor (LPC) in NJ and PA*

Option 4: School Counseling with a SAC/Addictions Focus

- 3 hours – EDSO 502: Applied Counseling & Consultation Models in Educational Settings
- 3 hours –COUN 515: Substance Abuse Counseling
- 3 hours –COUN 516: Strategies of Addictions
- 3 hours –COUN 690: Internship in CMHC setting

**students choosing this option may also meet the academic requirements for licensure as a Licensed Professional Counselor (LPC) in NJ and PA*

Option 5: School Counseling with a Trauma Focus

- 3 hours – EDSO 502: Applied Counseling & Consultation Models in Educational Settings
- 3 hours –COUN 512: Disaster Response, Trauma, Crisis, and Grief Counseling
- 3 hours –COUN 521: Cultivation and Implementation of Trauma-Informed Counseling and Programming in Community and Educational Settings
- 3 hours –COUN 690: Internship in CMHC setting

**students choosing this option may also meet the academic requirements for licensure as a Licensed Professional Counselor (LPC) in NJ and P*

Additional notes/important points:

1. School fieldwork needs to meet requirements for the school counseling certificate and degree.
2. Students who choose to take COUN 690 (internship in a clinical setting) should optimally plan to do that internship with their final school counseling internship. COUN 690 (in a clinical setting) should not be taken with or before a student's school practicum course.

For example, a student would take:

- a. School practicum (100 hours) → in one semester
 - b. Internship I (300 hours; school setting) → in one semester
 - c. Internship II (200 hours; school setting) and COUN 690 (300 hours; clinical setting) → in one semester
 - i. Alternately, if students do not want to complete 600 hours in one semester, students may choose to complete Internship II in a school setting in one semester and then, in their last semester, take COUN 690 in a clinical setting.
3. If students are interested in the Approved Clinical Supervisor (ACS) credential, they need to take COUN 660 Counseling Supervision, as it contains educational requirements for that certificate.
 4. Certain courses also contain LCADC educational standards (e.g., COUN 508, CNPY 516, COUN 515, COUN 516, COUN 585, COUN 520, COUN 660, in addition to other classes) so that may also influence the choice of which courses to take.
 5. Review the most recent application for NJ licensure: <https://www.njconsumeraffairs.gov/pc/Pages/default.aspx>
 - a. NJ requires that students complete 45 credits in 9 content areas. Students want to be sure to have 45 credits in these 9 content areas. Also, optimally students do not want to list fieldwork courses toward these 45 hours.
 - b. We have created some suggestions here that may be helpful: <https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/counseling-services/information-counseling-students/licensure-certification-information>
 - c. Students should consult with their faculty advisor on elective choices to select courses that meet student career and licensure or certification goals.
 6. For MA students, school fieldwork hours might not count toward supervised counseling experience hours (for the LPC in NJ).
 7. Students interested in potentially meeting academic requirements for licensure as a Licensed Professional Counselor (LPC) in NJ and PA are encouraged to make one of their electives an internship in a clinical setting. Such students are also advised to complete a SAC internship (CNSC 590 or 591). Please contact your advisor with questions.
 8. *Please note that these recommendations are specific to professional counseling licensure in NJ and PA. Students interested in licensure in other states should review those state requirements and may find the MA CMHC program to be a better fit for their career and licensure or certification goals.*

NJ Approved Certification Programs
Rider University Student Assistance Coordinator (SAC) Certificate

The Rider University SAC Certificate is part of the Counseling Program in the Department of Graduate Education, Leadership, and Counseling, and is an approved program by the New Jersey Department of Education. This certificate is comprised of 21 semester hours. This Rider SAC Certificate qualifies students to apply for the Student Assistance Coordinator Certificate of Eligibility with Advanced Standing (SAC CEAS) in New Jersey, which is supplied by the NJ Department of Education.

If you plan to apply for your School Counselor and/or SAC certification(s) in New Jersey, please visit <https://www.nj.gov/education/certification/apply/> to create an account in the NJ DOE's NJEdCert system. You should not apply for the state certification(s) until you are close to finishing your final semester in the program. You may contact Jeanette Friscia, Certification Coordinator, in the Office of Field Placement & State Certification with any questions at jfriscia@rider.edu. Students should consult the NJ Department of Education for the most updated and detailed explanations of the requirements to obtain a provisional SAC certificate, register for and complete a SAC residency, and qualify for a standard SAC certificate through the NJ Department of Education. This document provides additional information: <http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>

The Rider SAC Certificate meets 9 content area requirements and is covered in 7 courses:

COUN 515: Substance Abuse Counseling (content areas 1 and 5)

EDPS 503: Human Growth and Development (content area 2)

EDSO 501: Foundations of Counseling in Educational Settings and Referral Sources for Students and Students with Special Needs (content areas 4, 7 and 3)

COUN 516: Strategies in Addictions Counseling (content area 5)

COUN 530: Legal and Ethical Issues in Counseling and Psychotherapy (content area 8)

OPTION:

- CNPY 518: Counseling with Children, Adolescents, & Their Families (content areas 3 and 6) OR
- COUN 555: Introduction to Play Therapy (content area 6)

Fieldwork (100 or 300-hour SAC supervised field experience):

CNSC 580, CNSC 581, CNSC 590, OR CNSC 591 (content area 9)

- CNSC 580: Elementary School Counseling Practicum and SAC Practicum (100 hours)
- CNSC 581: Secondary School Counseling Practicum and SAC Practicum (100 hours)
- CNSC 590: Counseling Internship I (300 hours)
- CNSC 591: Counseling Internship II (300 hours)

NJDOE SAC Standards:

1. Fundamentals of drug and alcohol abuse and dependency and related problems;
2. Child and adolescent development, including research-based risk, protective and resiliency factors for students at risk for school failure;
3. Curriculum planning, implementation and staff development in chemical health education;
4. Coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention teams;
5. Assessment and counseling of drug and alcohol affected students and their families;
6. Coordination of research-based prevention program services in school and community settings;
7. School culture and the dynamics of policy and program development;
8. School law as it relates to substance abuse and related problems; and
9. A college-supervised SAC practicum.

Current MA students, seeking either the Master's of Arts in Counseling Services, School Counseling Option or the Master's of Arts in Clinical Mental Health Counseling may fulfill requirements for the SAC as they complete their MA degree. Extra courses beyond the 60-credits may be required.

<p><u>School Counseling students will need to take the following courses, in addition to their regular program of study (these courses can count as electives):</u></p> <ul style="list-style-type: none"> • COUN 515: Substance Abuse Counseling • COUN 516: COUN 516: Strategies in Addictions Counseling
<p><u>Clinical Mental Health Counseling students will need to take the following courses, in addition to their regular program of study (some of these courses may be able to count as electives):</u></p> <ul style="list-style-type: none"> • EDSO 501: Foundations of Counseling in Educational Settings and Referral Sources for Students and Students with Special Needs • CNPY 518: Counseling with Children, Adolescents, & Their Families OR COUN 555: Introduction to Play Therapy • CNSC 580, CNSC 581, CNSC 590, <u>OR</u> CNSC 591 (depending on the site)
<p><u>Clinical Mental Health Counseling (DMT concentration) students will need to take the following courses, in addition to their regular program of study:</u></p> <ul style="list-style-type: none"> • COUN 515: Substance Abuse Counseling • COUN 516: Strategies in Addictions Counseling • EDSO 501: Foundations of Counseling in Educational Settings and Referral Sources for Students and Students with Special Needs • CNPY 518: Counseling with Children, Adolescents, & Their Families OR COUN 555: Introduction to Play Therapy • CNSC 580, CNSC 581, CNSC 590, <u>OR</u> CNSC 591 (depending on the site)

Important Notes:

- Rider University’s program is only for the SAC CEAS.
 - Students who take EDSO 501 during Fall 2019 or later have the option to take CNPY 518 or COUN 555 to fulfill the Rider SAC requirements
 - Students who take EDSO 501 before Fall 2019, must take CNPY 518 to fulfill the Rider SAC requirements
1. SAC field placements are competitive. If students would like a SAC practicum or internship placement, we recommend that they plan for this early, by contacting their faculty advisor and Adam Lucas (Director of Clinical Internships) at least a year in advance of the planned field work semester. Also, students may have less choice in terms of district, location, and level in a SAC field placement, due to the competitive nature of these placements. In addition, a SAC elementary placement is rare; most likely students will be placed at the secondary level.

Director of School Counseling Services Certification/Endorsement*

**Note: we are not currently accepting applications for this program.*

9 credits (each course is 3 credits)

For a New Jersey standard educational services certificate with a Director of School Counseling Services endorsement, a candidate must hold a master’s degree or higher from a regionally accredited college or university, hold a standard NJ school counselor certificate or equivalent out-of-state certification, and complete three years of successful experience as a school counselor in grades preschool through 12. In addition, the candidate shall complete the following three graduate-level courses:

- CURR 531 Curriculum Development and Design
- EDAD 501 Introduction to Educational Leadership and Organizational Theory into Practice
- EDAD 505 Supervisory Leadership for Improved Instruction and Learning or COUN 660 Counseling Supervision

National Certification Program

Life and Career Coaching Certificate

The program is designed to meet the educational requirements for certification as a Board Certified Coach through the Center for Credentialing and Education.

There are three pathways* depending on your educational background: one pathway is for those who hold a master's degree in counseling, another pathway is for those who do not hold a master's degree in counseling, and a third pathway is for those who have a master's degree in a social science (other than counseling).

- If you do not have a master's degree in counseling, you must complete three counseling courses: COUN 500 Introduction to Counseling and Helping Professions, CNPY 502 Theories in Counseling and Helping Professions, and COUN 505 Vocational/Career Development/COUN 504 Vocational/Career Development in Educational Settings.
- If you have completed a master's degree in counseling, you must complete only one course: COUN 501 Coaching Principles and Practices.
- If you have a master's degree in a social science field other than counseling, you must complete two counseling courses: COUN 501 Coaching Principles and Practices and **either** COUN 550 Counseling and Helping Techniques Laboratory or COUN 505 Vocational/Career Development/COUN 504 Vocational/Career Development in Educational Settings.

**Please note that the Center for Credentialing and Education determine which degree qualifies for each pathway.*

EDUCATIONAL SPECIALIST DEGREE IN COUNSELING SERVICES (ED.S.) PROGRAM

The **Educational Specialist (Ed.S.)** is an advanced degree beyond the Master's-level degree.

EDUCATIONAL SPECIALIST IN COUNSELING SERVICES: concentration in school counseling or community counseling.

Advantages:

- Will enhance marketability of professional counselors in the competitive field of mental health services.
- Will provide advanced training for professional counselors in the expanding demands of their profession.
- Will provide the opportunity for professional counselors to earn an advanced terminal degree.
- Will provide opportunities for those seeking a career change, specialization in a specific area, or broadening skill development. (There are two New Jersey approved certification programs: School Counselor and Director of Counseling Services; *we are not currently accepting applications for the Director of Counseling Services certificate program*)

Admissions Requirements:

- A Master's degree in Counseling or equivalent Master's degree.
- A minimum of 3.25 (on a 4.0 scale) grade-point average in all previous graduate courses.
- Two professional references and one academic reference.
- A written statement of applicant's professional goals.
- One year of counseling experience, or its equivalent.
- A group or individual interview.

Degree Requirement:

- The Ed.S. in Counseling Services requires a minimum of 66 semester hours of graduate credits beyond the bachelor's degree. This includes a minimum of 30 credit hours taken within the Ed.S program. To be matriculated, the candidate must possess a grade-point average of 3.33 (on a 4.0 scale) or higher.
- A candidate, whose degree was earned from a (CACREP) 48-credit Master's in counseling program must complete at least 18 credits after admission to the Ed.S. program. Three (3) of these credits may be transferred.
- To graduate, the candidate must possess a grade-point average of 3.33 or higher and successfully complete a specialty project.

Rider University EDUCATIONAL SPECIALIST IN COUNSELING SERVICES

66 Credits

Group I *Professional and Psychological Foundations (36 Credits)*

___ COUN 500	Introduction to Counseling Services and Helping Professions
___ COUN 503	Group Counseling
___ COUN 505	Vocational/Career Development
___ COUN 520	Multicultural Counseling & Relationship Development
___ COUN 530	Legal and Ethical Issues in Counseling & Psychology
___ COUN 660	Counseling Supervision
___ CNPY 502	Theories of Counseling and Helping Professions
___ CNPY 514	Psychopathology
___ EDPS 503	Human Growth and Development
___ EDPS 520	Measurements, Tests & Assessments in Counseling
___ EDPS 521	Statistics and Qualitative Data Analysis
___ EDUC 500	Introduction to Research

Group II *Field Experience (15 credits)*

___ COUN 550	Counseling and Helping Techniques Laboratory
___ COUN 580	Elementary School Counseling Practicum or
___ CNSC 580	Elementary School Counseling Practicum and Student Assistance Counselor
___ COUN 581	Secondary School Counseling Practicum or
___ CNSC 581	Secondary School Counseling Practicum and Student Assistance Counselor
___ COUN 585	Individual Counseling Practicum or Clinical Mental Health Counseling
___ COUN 590	Internship in Counseling I
___ COUN 591	Internship in Counseling II
___ COUN 690	Internship in Counseling Specialty

Group III *Special and Related Areas (15 Credits)*

___ COUN 508	Foundations of Clinical Mental Health Counseling
___ COUN 510	Approaches to Family Counseling
___ COUN 515	Substance Abuse Counseling
___ COUN 516	Strategies in Addiction Counseling
___ COUN 525	Gender Issues in Counseling
___ COUN 535	Holistic Wellness Counseling
___ COUN 600	Independent Study and Research in Counseling Services
___ CNPY 503	Psychological Development of the Adult and Aging
___ CNPY 515	Consultation in School and Agency Settings
___ CNPY 516	Advanced Psychopathology
___ CNPY 518	Counseling with Children, Adolescents, and Families
___ CURR 531	Curriculum, Development and Design
___ EDAD 501	Introduction to Educational Leadership & Organizational Theory into Practice
___ EDAD 505	Supervisory Leadership for Improved Instruction and Learning
___ EDPS 502	Psychological Development of the Child and Adolescent
___ EDSO 501	Foundations of School Counseling and Referral Sources for Students with Special Needs
___ EDSO 510	Sociological and Cultural Foundations of Education
___ EDUC 530	Introduction to Student Affairs in Higher Education
___ PPCS 501	Sociology and Psychology of Crime and Delinquency

For advising, contact Dr. Emmanuel Ahia at 609-896-5339 (eahia@rider.edu).

Rider University EDUCATIONAL SPECIALIST IN COUNSELING SERVICES- 66 Credits
For a NJ standard educational services certificate with a School Counselor endorsement courses listed in bold

Group I Professional and Psychological Foundations (36 Credits)

- ___ **COUN 500 Introduction to Counseling Service and Helping Professions**
- ___ **COUN 503 Group Counseling**
- ___ **COUN 505 Vocational/Career Development**
- ___ COUN 520 Multicultural Counseling & Relationship Development
- ___ **COUN 530 Legal and Ethical Issues in Counseling & Psychology**
- ___ COUN 660 Counseling Supervision
- ___ **CNPY 502 Theories of Counseling and Helping Professions**
- ___ **CNPY 514 Psychopathology**
- ___ **EDPS 503 Human Growth and Development**
- ___ **EDPS 520 Measurements, Tests & Assessments in Counseling**
- ___ EDPS 521 Statistics and Qualitative Analysis
- ___ **EDUC 500 Introduction to Research**

Group II Field Experience Fifteen (15 credits)

- ___ **COUN 550 Counseling and Helping Techniques Laboratory**
- ___ **COUN 580 Elementary School Counseling Practicum or**
- ___ **CNSC 580 Elementary School Counseling Practicum and Student Assistance Coordinator Practicum**
- ___ **COUN 581 Secondary School Counseling Practicum or**
- ___ **CNSC 581 Secondary School Counseling Practicum and Student Assistance Coordinator Practicum**
- ___ COUN 585 Individual Counseling Practicum or
- ___ COUN 586 Group Counseling Practicum
- ___ **COUN 590 Internship in Counseling I or**
- ___ **COUN 591 Internship in Counseling II or**
- ___ **COUN 690 Internship in Counseling Specialty or**
- ___ **COUN 600 Independent Study and Research in Counseling Services (Internship in school)**

Group III Special and Related Areas (15 Credits)

- ___ COUN 508 Foundations of Community Counseling
- ___ COUN 510 Approaches to Family Counseling
- ___ COUN 515 Substance Abuse Counseling
- ___ COUN 516 Strategies in Addictions Counseling
- ___ COUN 525 Gender Issues in Counseling
- ___ COUN 535 Holistic Wellness Counseling
- ___ COUN 600 Independent Study and Research in Counseling Services
- ___ CNPY 503 Psychological Development of the Adult and Aging
- ___ CNPY 515 Consultation in School and Agency Settings
- ___ CNPY 516 Advanced Psychopathology
- ___ CNPY 518 Counseling with Children, Adolescents, and Families
- ___ CURR 531 Curriculum, Development and Design
- ___ EDAD 501 Introduction to Educational Leadership & Organizational Theory into Practice
- ___ EDAD 505 Supervisory Leadership for Improved Instruction and Learning
- ___ EDPS 502 Psychological Development of Child and Adolescent
- ___ **EDSO 501 Foundations of School Counseling & Referral Sources for Students with Special Needs**
- ___ **EDSO 510 Sociological and Cultural Foundations of Education**
- ___ EDUC 530 Introduction to Student Affairs in Higher Education
- ___ PPCS 501 Sociology and Psychology of Crime and Delinquency
- ___ **In addition, two 3-credit electives are required**

For advising, contact Dr. Emmanuel Ahia at 609-896-5339 (eahia@rider.edu)

Rider University EDUCATIONAL SPECIALIST IN COUNSELING SERVICES

66 Credits

For a New Jersey standard educational services certificate with a Director of School Counseling Services endorsement, a candidate must hold a master's degree or higher, hold a standard NJ school counselor certificate or equivalent, complete 3 years as a school counselor in grades preschool through 12, and complete the following three courses listed in bold (*we are not currently accepting applications for the Director of School Counseling certificate program*):

Group I Professional and Psychological Foundations (36 Credits)

___ COUN 500	Introduction to Counseling Services and Helping Professions
___ COUN 503	Group Counseling
___ COUN 505	Vocational/Career Development
___ COUN 520	Multicultural Counseling & Relationship Development
___ COUN 530	Legal and Ethical Issues in Counseling & Psychology
___ COUN 660	Counseling Supervision
___ CNPY 502	Theories of Counseling and Helping Professions
___ CNPY 514	Psychopathology
___ EDPS 503	Human Growth and Development
___ EDPS 520	Measurements, Tests & Assessments in Counseling
___ EDPS 521	Statistics and Qualitative Analysis
___ EDUC 500	Introduction to Research

Group II Field Experience Fifteen (15 credits)

___ COUN 550	Counseling and Helping Techniques Laboratory
___ COUN 580	Elementary School Counseling Practicum or
___ CNSC 580	Elementary School Counseling Practicum and Student Assistance Coordinator Practicum
___ COUN 581	Secondary School Counseling Practicum or
___ CNSC 581	Secondary School Counseling Practicum and Student Assistance Coordinator Practicum
___ COUN 585	Individual Counseling Practicum or
___ COUN 586	Group Counseling Practicum
___ COUN 590	Internship in Counseling I
___ COUN 591	Internship in Counseling II
___ COUN 690	Internship in Counseling Specialty
___ COUN 600	Independent Study and Research in Counseling Services (Internship in school)

Group III Special and Related Areas (15 Credits)

___ COUN 508	Foundations of Community Counseling
___ COUN 510	Approaches to Family Counseling
___ COUN 515	Substance Abuse Counseling
___ COUN 516	Strategies in Addiction Counseling
___ COUN 525	Gender Issues in Counseling
___ COUN 535	Holistic Wellness Counseling
___ COUN 600	Independent Study and Research in Counseling Services
___ CNPY 503	Psychological Development of the Adult and Aging
___ CNPY 515	Consultation in School and Agency Settings
___ CNPY 516	Advanced Psychopathology
___ CNPY 518	Counseling with Children, Adolescents, and Families
___ CURR 531	Curriculum Development and Design
___ EDAD 501	Intro. to Educational Leadership & Organizational Theory into Practice
___ EDAD 505	Supervisory Leadership for Improved Instruction and Learning
___ EDPS 502	Psychological Development of Child and Adolescent
___ EDSO 501	Foundations of School Counseling and Referral Sources for Students with Special Needs
___ EDSO 510	Sociological and Cultural Foundations of Education
___ EDUC 530	Introduction to Student Affairs in Higher Education
___ PPCS 501	Sociology and Psychology of Crime and Delinquency

For advising, contact Dr. Emmanuel Ahia at 609-896-5339 (eahia@rider.edu).

Student Review and Retention Policy

All communication with students related to review and retention will follow current legal and ethical requirements, such as using secure digital platforms that comply with FERPA and/or HIPAA requirements to communicate and/or discuss information protected by HIPAA and/or FERPA.

Successful completion of a program in Counseling Services is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The Counseling Services faculty has a professional responsibility to evaluate the academic, professional and personal development of students in the training programs. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional, and personal development.
2. To provide the faculty with information about the progress of students that will facilitate decisions being made and are in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work but with weakness in required practical skills, or behaviors which are impaired, unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables the faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled program faculty meetings. The discussions of student performance and progress will be held in designated staff meetings. At that time, any questions about students may be raised for program faculty consideration.

Once a year, a program faculty meeting is set aside for student review. At this meeting, the progress of students in the program is assessed. Students who are not demonstrating satisfactory progress are notified to make an appointment with their advisor in order to receive feedback and to identify appropriate remediation procedures expected of the student. If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, impaired, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, externships, and internships), the following actions may be taken:

1. Probation and Remediation. The student will be placed on probation and a remediation plan will be designed. The student, a full-time program faculty member, and at least one other program representative (e.g., full time or adjunct faculty), with the approval of the Counseling faculty, will develop a plan. This plan will be in writing and will be signed by the student, the full-time program faculty member, and other program representative(s). A copy of the plan will be provided to the student and a copy will be placed in the student's file.
2. Voluntary Resignation. Recommend the student resign from the program.
3. Dismissal from the Program. If a student's unacceptable professional and personal behaviors are deemed severe enough by the Counseling Services faculty, an immediate dismissal recommendation will be sent to the Department of Graduate Education, Leadership, and Counseling for a vote. With majority approval by Department faculty to maintain the recommendation for dismissal, the student will then be notified of the dismissal decision by the Department chair as per Department policy. Established Departmental policy is followed. Students are permitted to write formal appeals within 10 days of receipt of dismissal letter. Appeals are then heard by the Departmental Professional Conduct Review Committee.

Grade Appeal

Prior to Initiating a Grade Appeal

A student who believes that their final course grade represents an arbitrary, capricious, and/or unreasonable evaluation of their work is strongly encouraged to talk with the faculty member in an effort to resolve the issue before filing a formal grade appeal. However, it must be emphasized that this informal discussion does not constitute the initiation of a grade appeal and does not extend the time limits specified in the next paragraph.

Initiating a Grade Appeal

To initiate a grade appeal, the student must forward a letter to the faculty member that clearly and precisely describes the student's reasons for believing that the final course grade constitutes an arbitrary, capricious, and/or unreasonable evaluation of their performance. A copy of this letter shall also be sent to the faculty member's department chairperson. (If the faculty member taught the relevant course in another department, the letter shall be sent to the chair of that other department. If the relevant course is in a program and is not cross-listed, the letter shall be sent to the chair of the program director's home department.)

For appeal of fall semester grades, the letter must be postmarked or hand-delivered within seven (7) days of the start of the upcoming spring semester. For appeal of spring semester grades, it must be postmarked or hand-delivered within thirty (30) days of the last regularly scheduled spring semester examination. For appeal of summer grades, it must be postmarked or hand-delivered within seven (7) days of the start of the upcoming fall semester. For appeal of grades on written comprehensive graduate examinations, it must be postmarked or hand-delivered within thirty (30) days of the date that grades were issued for the examination.

2. If a change of grade occurs after the aforementioned deadlines, the grade appeal must be filed within thirty (30) days of the submission of the changed grade to the registrar.
3. If the faculty member who assigned the grade in question is no longer at Rider or is away from Rider on an extended basis and not available for consultation, the initial review shall be conducted by the appropriate department chairperson, and the schedule may be extended at the appropriate dean's discretion.
4. If the faculty member who assigned the grade in question is the department chairperson, the chairperson's dean or that dean's designee shall replace the chairperson in all the procedures that follow.

Failure to submit a written statement of the appeal within the time guidelines established above shall constitute grounds for denying a student access to the grade appeal process. Failure to provide a clear and precise statement shall constitute grounds for denying the appeal at any step in the process. Once a grade appeal is initiated, the basis of all subsequent proceedings must be limited to the allegations appearing in the initial written statement. This limitation does not exclude the introduction of new evidence directly related to the initial allegations.

The chairperson of the Faculty Grade Review Panel, upon written request of any party, may extend any deadline contained in this policy if they believe that circumstances beyond the control of a party to the appeal have prevented compliance with stated deadlines. The decision of the panel chairperson to extend or not to extend a deadline shall not be subject to appeal.

The Grade Appeal Process

Step One

In the letter of appeal, the student may request a formal meeting with the faculty member. If the faculty member agrees to such a meeting, the meeting shall be held no later than fourteen (14) days after the

beginning of the fall or spring semester following the semester or session in which the grade was given. However, the parties are encouraged to schedule such a meeting at an earlier date if mutually convenient.

The faculty member shall render a decision on the appeal within seven (7) days of such a meeting and shall notify the student and the department chairperson in writing of the decision. If the faculty member agrees to change the final course grade of the student, they shall submit a Change of Grade form to the registrar.

If the faculty member believes that a meeting with the student would not be productive, the faculty member shall make a decision on the appeal based on the student's letter and shall communicate the decision in writing to the student and the department chairperson within fourteen (14) days of the beginning of the fall or spring semester following the semester or session in which the grade was given.

If the student accepts the decision of the faculty member at Step One, no further action is required. If the student does not accept the faculty member's decision at Step One, he or she may appeal the decision to Step Two in writing to the department chairperson with a copy to the faculty member's dean. This letter must be postmarked or hand-delivered within seven (7) days of the postmark date of the faculty member's Step One decision.

If the student does not receive a written response from the faculty member or department chairperson within fourteen (14) days of the beginning of the fall or spring semester following the semester or session in which the grade was given, the student may, within twenty-one (21) days of the beginning of that semester, proceed to Step Two as indicated below. All such written responses shall be mailed to the student's campus address, if the student resides on campus, or otherwise to the student's home address of record.

Step Two

Within fourteen (14) days of the receipt of a student's letter of appeal to Step Two, the department chairperson shall schedule a meeting with the student and the faculty member. At such meeting, the student and the faculty member will have the opportunity to explain their positions with respect to the grade in question, but they shall be limited to the allegations raised in the student's initial written statement.

The department chairperson shall render an opinion on the matter within seven (7) days of the Step Two meeting and shall provide explanatory language for this opinion in writing to the student, the faculty member and the faculty member's dean.

If the department chairperson's opinion supports the position of the faculty member, the student shall have seven days from the postmark date of the letter from the department chairperson to continue their appeal to the Faculty Grade Review Panel as described in Step Three.

If the department chairperson's opinion supports the student's position in the appeal, the faculty member shall have seven (7) days from the postmark date of the department chairperson's letter opinion either to accept that opinion and submit a Change of Grade form to the registrar, or to reject the opinion and notify the student, department chairperson, and faculty member's dean that the faculty member is making an appeal pursuant to the Step Three process.

If the student does not receive notification of a change of grade within twenty-one (21) days of the date of the department chairperson's written decision, the student may carry the appeal to Step Three.

Step Three

To carry the appeal to Step Three, the student must submit a letter expressing that intent to the chairperson of the Faculty Grade Review Panel with copies to the faculty member, the department chairperson, the dean, and the vice president for academic affairs and provost.

Within seven (7) days (excluding vacation and examination periods) of the receipt of this letter, or the letter from the faculty member who has appealed, whichever the case may be, the chairperson of the Faculty Grade Review Panel shall schedule a meeting of the panel to consider the appeal.

The student and the faculty member shall have the right to appear before the panel to present information pertaining to the allegations made in the student's initial written statement.

The Faculty Grade Review Panel may, if it deems it desirable, request attendance by the chairperson, the dean, and/or any other representatives of the University. Attorneys or advisors to the participants may attend but not participate in the meeting of the panel.

The unwillingness of the faculty member or student to appear before the panel shall not prevent the panel from proceeding with its deliberations. In those deliberations, the panel shall have access to written documents pertaining to the appeal, pertinent records of student performance, and such verbal presentations as may be made during panel deliberations.

On the basis of careful consideration of the available information, the Faculty Grade Review Panel will determine if an arbitrary, capricious, and/or unreasonable evaluation of the student's performance has occurred. This determination will be made in writing and provided to all affected parties.

If the panel determines that no such action occurred, the case will be closed with no further right of appeal. If the panel determines that an arbitrary, capricious, and/or unreasonable evaluation has occurred, it will direct the faculty member's department (or will establish an evaluation committee of faculty members in the field of the course offered) to re-evaluate the student's performance based upon the panel's decision, the records and documentary materials.

Within fourteen (14) days of the receipt of the panel's directive, the department or evaluation committee shall recommend to the panel a grade that it deems appropriate, whether higher than, lower than, or the same as the original grade. Normally, the panel will accept the revised evaluation by the department or committee and will subsequently notify the registrar of any change of grade. Should the panel feel that the department or committee has not conducted its review in an appropriate manner and that, as a result, the suggested substitute grade is not appropriate, it shall have the authority to direct the registrar to enter the grade that the panel judges appropriate.

Decisions of the panel are not subject to further appeal. The panel may also return appeals to department chairs when such individuals have not discharged their responsibilities during the appeals process, or when there is insufficient documentation of arbitrary, capricious or unreasonable grading. The panel shall decline an appeal if it is based on failure to accommodate a disability covered by the University Disability Policy.

FREQUENTLY ASKED QUESTIONS

CERTIFICATION FOR SCHOOL COUNSELORS

What are the criteria necessary to become a certified school counselor?

New Jersey: A master's or higher degree in counseling from a New Jersey accredited program (in addition to other requirements)

Other States: Because NJ has reciprocity or interstate agreements with many states, graduates are qualified for certification in many states across the country.

To be a school counselor must I be a national Certified Counselor (NCC)?

No. But it is recommended to pursue the NCC.

What is a National Certified School Counselor?

One who is currently a National Certified Counselor has a minimum of two academic years of full-time school counseling experience, has the appropriate graduate course work, and has passed the National Counselor Examination.

To be a school counselor must I be a Licensed Professional Counselor?

No. However, it is recommended that students pursue licensure as more school districts desire school counselors who are licensed.

CERTIFICATION AND LICENSURE FOR CLINICAL MENTAL HEALTH COUNSELORS

What is the difference between certification and licensure for Clinical Mental Health Counselors?

Certification is a national credential which identifies graduate-level, trained professional counselors who have met the standards and procedures developed by the National Board of Certified Counselors (NBCC). Its purpose is to enhance the credibility of professional counselors as distinct from other helping professionals.

Licensure refers to state legal requirements, which allow professional counselors to practice their profession within that state. Although similar, each state varies in its requirements.

Both certification and licensure are mechanisms to ensure that a minimum quality standard of practice and ethics exists to protect the public interest.

What is a National Certified Counselor (NCC)?

National Certified Counselor, or NCC, is a person who has met the national requirements of the National Board of Certified Counselors (NBCC), the independent non-profit corporation created by the ACA to monitor the national certification process. These requirements include:

1. At least a master's degree in counseling.
2. A minimum of 48 graduate semester hours which includes the following areas:
 - Human Growth and Development
 - Theories in Counseling
 - Social and Cultural Foundations in Counseling
 - Helping Relationships in Counseling
 - Group Counseling Theories and Processes
 - Career Counseling and Lifestyle Development
 - Assessment in Counseling

- Research and Program Evaluation
- Professional Orientation to Counseling
- Counseling Field Experience
 - 1.
 - 2.
- 3. Two years of supervised full-time counseling experience beyond the master's degree. This requirement is waived for graduates from CACREP programs.
- 4. Passing of the National Counselor Examination (NCE)

NBCC also grants specialty certification in several areas. These include National Certified Career Counselor (NCCC), Certified Clinical Mental Health Counselor (CCMHC), Master Addictions Counselor (MAC), and National Certified School Counselor (NCSC).

Where can I get additional information on National Certification?

You can write or call NBCC during business hours at:

www.nbcc.org
 National Board for Certified Counselors, Inc.
 3 Terrace Way
 Suite D
 Greensboro, NC 27403
 Telephone: 336-547-0607
 Fax: 336 547-0017

What is a Licensed Professional Counselor?

A Licensed Professional Counselor (LPC) is the title given to professional counselors who have met state licensure requirements. In New Jersey, a Licensed Professional Counselor (LPC) will have met the following requirements (in addition to other requirements):

1. Sixty graduate semester hours that include a master's degree or doctorate in counseling, preferably from a CACREP-accredited program. The coursework must be distributed in eight specific areas.
2. Three years of supervised full-time counseling experience acceptable to the Professional Counselor Examiners Committee (4500 hours). One year may be eliminated by 30 graduate hours beyond the master's degree.
3. Pass the National Counselor Examination.

Why is it important to become certified and/or licensed?

Credentialing promotes professional accountability and visibility for members of the profession. It identifies to the public and to others in related helping professions those counselors who have met specific professional standards and who adhere to a professional code of ethics.

Practicum/Internship Placement Agreement Booklet

I. Introduction

Fieldwork in the MA Counseling Services and MA Clinical Mental Health (CMHC) programs fulfills CACREP requirements. Students gain experience as interns at school and CMHC fieldwork sites. In addition, our MA CMHC program provides a concentration in Dance Movement Therapy (DMT). Fieldwork in the MA CMHC program (with a DMT concentration) fulfills both CACREP and ADTA requirements. Students gain experience as interns at CMHC fieldwork sites with additional experience in DMT.

II. Procedure

The practicum and internships are taken towards the end of the program after all pre-requisites and co-requisites are completed. Please work with your advisor to ensure these requirements are completed, before beginning your practicum. Completion of practicum/internship requirements and a passing grade for the course do not guarantee that you will advance to the next level of field placement; students will need to demonstrate appropriate levels of competence to advance to the next fieldwork.

It is highly recommended that you obtain your first field placement for practicum a year before you plan to enroll in the practicum. **You need to obtain approval by your advisor before you begin your search.** When you have met with your advisor and are approved to begin searching for your practicum/internship site(s), you will need to contact Adam Lucas, Director of Clinical Internships, at lucasa@rider.edu. His office is located in BFH 116. You must obtain a site and complete the required paperwork in a school (school counseling) or a community agency or counseling center (clinical mental health counseling) **before** you will be registered for the practicum (students cannot enroll themselves in the practicum courses).

The *Practicum/Internship Placement Agreement Booklet* details what is required of you, the site supervisor and the Rider faculty. In addition, information about field placement can be found on our website and the Canvas site for field placement. Review the *Practicum/Internship Placement Agreement Booklet* carefully so you know what is expected. The Office of Field Placement & State Certification (BFH 116) will work with you to send the appropriate information to partnering agencies/school districts and help you secure a signed *Placement Agreement Form* and *Site Supervisor Information Form (or resume)*.

Students in the MA CMHC program and students in the MA Counseling Services program will take at least three fieldwork courses (over at least 2 semesters) to fulfill CACREP requirements. Students in the MA CMHC program (with a DMT concentration) will take at least four semesters of fieldwork to fulfill CACREP and ADTA requirements:

A. Students in the MA CMHC program (without a DMT concentration) and students in the MA Counseling Services program will take three fieldwork courses (over at least 2 semesters):

- The **practicum** is the first field course and is offered during fall and spring semesters. The practicum must be completed a semester prior to beginning internship. Students are required to attend a mandatory orientation for practicum, which takes place prior to the start of practicum class. Information about this orientation will be sent

directly to students by Mr. Adam Lucas. Practicum course numbers are: COUN 585, COUN/CNSC 580/581.

- **Internship I** is offered fall, spring and summer semesters. During fall and spring semesters, it may be taken concurrently with Internship II. Internship I course numbers are: COUN/CNSC 590.
- **Internship II** is the capstone course and offered during fall and spring semesters. Internship II course numbers are: COUN/CNSC 591.

B. Students in the MA CMHC program (with a DMT concentration) will take four* semesters of fieldwork:

- **Counseling & DMT Practicum I** – CNDT 584 is the first field course and is offered during the fall semester. Meet with Dr. Millrod and Mr. Adam Lucas, Director of Clinical Internships, at least one semester before starting. There is a mandatory orientation for CNDT 584 before the start of classes. Information about this orientation will be sent directly to students by Mr. Adam Lucas.
- **Counseling & DMT Practicum II** – CNDT 585 is offered in the spring semester and is taken only after completion of the first practicum and demonstration of basic clinical competencies. Practicum II must be completed a semester prior to starting internship. There is a mandatory orientation for CNDT 585 before the start of classes, unless students attended the orientation prior to CNDT 584. Information about this orientation will be sent directly to students by Mr. Adam Lucas.
- **Counseling & DMT Internship I** – CNDT 590 is offered in the summer semester and should be taken upon completion of both practicum courses.
- **Counseling & DMT Internship II** – CNDT 591 is the final fieldwork course and is offered during the fall semester.

Counseling & DMT Practicum I – CNDT 584. It is highly recommended that you obtain your first field placement for *CNDT 584: Counseling & DMT Practicum I* by the spring semester before the fall in which you will enroll for the course. **You need to obtain approval by your advisor before you begin your search.**

When you have met with your advisor and are approved to begin searching for your first practicum site, meet with Dr. Millrod to prioritize sites where a R-DMT or BC-DMT is employed. You also need to meet with Mr. Adam Lucas, Director of Clinical Internships (lucasa@rider.edu; office in BFH 116). Only upon the successful completion of the first practicum and upon demonstration of basic competencies, will you gain approval to advance to the second practicum. Mr. Lucas will work with you to send the appropriate information to partnering agencies and help set up affiliation agreements if needed.

Counseling & DMT Practicum II – CNDT 585. Contact Mr. Adam Lucas, Director of Clinical Internships (lucasa@rider.edu; office in BFH 116) one year in advance of starting *CNDT 585: Counseling & DMT Practicum II*, which is offered in the spring semester. You must obtain a site and complete the required paperwork in an appropriate site (e.g., a community agency or counseling center) **before** you will be registered for the practicum (students cannot enroll themselves). The Office of Field Placement & State Certification (BFH 116) will work with you to send the appropriate information to partnering agencies and help you secure a signed **Placement Agreement Form** and **Site Supervisor Information Form (or resume)**.

*CNDT 585, 590, and 591 are cross listed with COUN 585, COUN/CSNC 590, and COUN/CNSC 591, using the same syllabus and covering the same CACREP standards.

C. Summary:

- Begin searching for a practicum placement at least one year prior to the semester you plan to enroll in practicum.
- Meet with your advisor for a signed approval of your plan of study.
- To start the search, contact Adam Lucas (lucasa@rider.edu) in the Office of Field Placement & State Certification (BFH 116) and provide a signed plan of study and your resume.

Following is detailed information on documents you need to submit for all fieldwork experiences:

- **IMPORTANT:**

- Copy ALL DOCUMENTS you submit for practicum and internship placement.
- Copy and retain in a safe place the SIGNED SUMMARY of YOUR HOURS & EVALUATIONS FROM YOUR SUPERVISOR upon completing practicum and internship



In accordance with the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American Dance Therapy Association (ADTA), and the Rider University Counseling Services Program, **the practicum/internship placement school/agency agrees to:**

- Provide a minimum of 1 hour of synchronous individual and/or triadic supervision per week (either in person or via a digitally delivered remote method).
 - Digitally delivered supervision must be carried out in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.); site supervisors using digitally delivered remote methods for synchronous supervision will follow all legal and ethical requirements, including using secure digital platforms that comply with FERPA and/or HIPAA requirements to discuss information protected by HIPAA and/or FERPA.
- Monitor and sign off on weekly internship logs, which describe the intern's activities and hours.
- Orient the intern to the policies, procedures, and scope of practice of the school/agency.
- Conduct live supervision of student interactions with clients and/or use audio/video recordings of student interactions with clients in supervision.
 - Site supervisors using digitally delivered remote methods for live supervision and/or using audio/video recordings of student interactions with clients in digitally delivered supervision will follow all legal and ethical requirements, including using secure digital platforms that comply with FERPA and/or HIPAA requirements to discuss information protected by HIPAA and/or FERPA.
 - Site supervisors may listen to and view audio/video recordings of student interactions with clients in live in person and digitally delivered synchronous individual supervision sessions; recordings are not uploaded for the supervisors to view and listen to—but are viewed and listened to live in a synchronous in person or digitally delivered supervision session. Other procedures for confidentiality of information are followed, such as supervisors and students being in a private space for in person and digitally delivered individual supervision sessions.
- Engage in regular consultation with the faculty supervisor; minimum contact will be three times a semester (beginning, middle, and end of the semester).
 - Faculty supervisors will contact site supervisors, at minimum, three times a semester via email, phone, an in-person meeting, and/or a virtual meeting. Faculty supervisors will reach out at the beginning of the semester to introduce themselves and establish a relationship. Faculty supervisors will contact site supervisors for consultation at mid-semester and near the end of the semester; additional contacts for consultation can be initiated by the faculty or site supervisor at any time.
 - Consultation will involve attention to student professional and personal development as relevant to client care, student counseling skill development, student understanding of and adaptation to the clinical mental health or school context, and other issues that may be relevant to the particular student.
 - Contact between faculty supervisors and site supervisors will follow all legal and ethical requirements, including using secure digital platforms that comply with HIPAA and/or FERPA requirements to discuss information protected by HIPAA and/or FERPA.

- Complete performance evaluations for the student: one at the midpoint and one at the end of required hours. The evaluations are completed electronically via Qualtrics©. Evaluations will be sent by Adam Lucas, Director of Clinical Internships, lucasa@rider.edu, each semester at the appropriate times.
- *If the student is an employee of the school/agency, provide a written statement delineating how the practicum/internship experience differs from the intern's job description, and how the supervisory relationship will not lead to conflicts of interest.*

PRACTICUM STUDENTS ONLY: Provide the practicum student with the opportunity to acquire a **minimum of 40 direct contact hours** with counselees during the **100 hour practicum**.

- Students in COUN/CNDT 585 fulfill the CACREP required 100 hours (40 direct) in practicum by completing clinical mental health duties (e.g., individual counseling, group counseling, psychoeducation). Students enrolled in the MA CMHC program with a DMT concentration may need to complete additional hours to fulfill ADTA requirements.

PRACTICUM STUDENTS ONLY (in COUN/CNSC 580/581 and COUN/CNDT 585):

- Provide the practicum student with opportunities to **audio and/or video record a minimum of five direct counseling activities** (e.g., individual counseling, group counseling, consultation, psychoeducational presentations, and/or developmental guidance lessons). Specific requirements for recordings will be established by the Rider University faculty supervisor to meet the individual needs of the intern. *HIPAA does not prohibit the recording of counseling/clinical sessions for training purposes as long as the client/patient voluntarily gives their consent. When working with minors, parent/guardian consent needs to be obtained.* If recording is not an option, the site supervisor may provide live supervision of the student's interactions with clients and complete the required supervision form, with permission from the Rider University faculty supervisor.
- Provide the practicum student with the opportunity to complete a minimum of five counseling session case notes. Review, give feedback, and sign a minimum of 5 case notes for a student enrolled in practicum.
- Provide the practicum student with the opportunity to observe licensed clinicians' counseling activities at site.
- Provide the practicum student with the opportunity to complete a variety of counseling activities, which can include both individual and group counseling experiences.
- In school settings, provide the practicum student with the opportunity to teach at least one classroom lesson.
- In clinical settings, provide the practicum student with the opportunity to conduct a prevention/intervention project (details to be provided by the student).

INTERNSHIP STUDENTS ONLY (COUN/CNDT/CNSC 590 and 591): Provide the internship student with the opportunity to acquire a minimum number of direct contact hours and total internship hours. All MA CMHC and MA COUN students will fulfill the CACREP requirements of two 300-hour internships (with 120 direct hours in each internship). Students in the MA CMHC program (with a DMT concentration) will complete additional internship hours to fulfill both CACREP and ADTA requirements. See below for specific hour requirements.

- **INTERNSHIP STUDENTS ONLY in COUN/CNSC 590 and 591 (MA COUN and MA CMHC without a DMT concentration):** Provide the internship student with the opportunity to acquire a **minimum of 120 direct contact hours** with counselees during the **300 hour internship**.
- **INTERNSHIP STUDENTS ONLY in CNDT 590 and 591 (MA CMHC with a DMT concentration):** Provide the internship student with the opportunity to acquire a **minimum of 195 direct contact hours** of which **75 hours must be leading dance/movement therapy sessions** across the course of the **375 hour internship per semester**.
 - As MA CMHC students with a DMT concentration are fulfilling both CACREP and ADTA requirements in their internship courses, hour requirements are as follows for each semester of internship:
 - 375 hours total
 - 120 direct hours to fulfill CACREP requirements
 - Additional 75 direct hours leading dance/movement therapy sessions (these 75 hours cannot be counted as part of the 300 total required for CACREP, including the 120 direct hours required by CACREP)

INTERNSHIP STUDENTS ONLY (COUN/CNDT/CNSC 590 and 591):

- Provide the internship student with the opportunity to complete a variety of counseling activities, including both individual and group counseling experiences.
- In clinical settings, provide the internship student with the opportunity to be assigned at least one client on their caseload.

INTERNSHIP STUDENTS ONLY (COUN/CNDT/CNSC 590):

- Provide the internship student with the opportunity to lead or co-lead a multi-session counseling or psychoeducation group. The recommended session numbers for these groups are a minimum of 5 total sessions for psychoeducation groups and a minimum of 6 total sessions for counseling groups, but the number of sessions will be based on client and site needs.

Site supervisors in a school setting for COUN/CNSC 580, 580, 590, and 591 must meet the following qualifications:

- A minimum of a Master's Degree in Counseling, or closely related field
- Must hold a standard New Jersey or out of state certificate with a school counselor endorsement
- A minimum of 2 years of experience in a school setting
- Relevant training in supervision

Site supervisors in a clinical mental health setting for COUN/CNDT 585, 590, and 591 must meet the following qualifications:

- A minimum of a Master's Degree in Counseling, or closely related profession with equivalent qualifications, including appropriate certifications, and/or licenses (i.e., LPC, LCSW, LCADC, BC-DMT).
- A minimum of 2 years of pertinent professional experience in clinical mental health counseling
- A three (3) graduate credits course in clinical supervision, or ACS (NBCC-Issued), or equivalent

Rider University maintains appropriate liability insurance coverage for all students accepted by schools and/or community agencies. In addition, students are required to obtain student liability insurance.

Site Supervisor, Internship/Practicum Student, and Faculty Supervisor Responsibilities

Responsibilities of supervisors and students include various activities related to students learning to assume a professional counseling role. As our MA CMHC program also provides a concentration in DMT, the responsibilities of supervisors and students in that concentration will also include various activities related to students learning to assume a professional role in DMT.

Responsibilities involving digital delivered supervision for site supervisors, internship/practicum students (also referred to as interns in this document), and faculty supervisors;

- Digitally delivered supervision must be carried out in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.); site supervisors, faculty supervisors, and internship/practicum students using remote digitally delivered methods for synchronous supervision will follow all legal and ethical requirements, including using secure digital platforms that comply with FERPA and/or HIPAA requirements to discuss information protected by HIPAA and/or FERPA.

Responsibilities of the Site Supervisor

Orientation

- Orientation should include identification of various components of the program, agency/school policies, department organization, expected intern responsibilities and limitations, etc.
- Meet with the intern at the beginning of the practicum/internship to provide assistance in the development of the internship experience, to provide and discuss the agency/school handbook, and to provide an overview of the working relationships in the agency/school.
- Encourage the intern to seek information by asking questions of the site supervisor and other members of the staff, to schedule time for meeting with administrative staff, and for counseling supervision.

Planning

- Provide adequate opportunity for the intern to engage in structured observation of counseling activities (including DMT) of the field supervisor and other counselors in the agency. Explain how counseling activities (including DMT) are developed and how they relate to the counseling program and the agency.
- Participate in the development and refinement of the intern's experience for the semester.
- Arrange regular times to meet with the intern to provide supervision, to answer questions, to make suggestions, and to facilitate the productive execution of the intern's plan.
- Communicate with the faculty supervisor concerns about the intern's development and evaluation of the intern's performance.
- Be a resource for the intern's continuing development of theory, techniques, and materials.

Counseling Activities (including DMT)

- Provide opportunities for the intern to engage in individual and group counseling (including DMT) as well as consultation activities.
- Provide opportunities for the practicum intern to audio/video record counseling (including DMT) and consultation activities, or provide live supervision with the completion of an assigned rubric.
- Provide the intern with regular feedback regarding implementation of counseling (including DMT) and consultation.

Evaluation

- Conduct at least two written appraisals of the intern's performance and review appraisal with student.
- Maintain contact with the faculty supervisor to discuss the intern's performance and progress. Engage in regular consultation with the faculty supervisor; minimum contact will be three times a semester (beginning, middle, and end of the semester).
 - Faculty supervisors will contact site supervisors, at minimum, three times a semester via email, phone, an in-person meeting, and/or a virtual meeting. Faculty supervisors will reach out at the beginning of the semester to introduce themselves and establish a relationship. Faculty supervisors will contact site supervisors for consultation at mid-semester and near the end of the semester; additional contacts for consultation can be initiated by the faculty or site supervisor at any time.
 - Consultation will involve attention to student professional and personal development as relevant to client care, student counseling skill development, student understanding of and adaptation to the clinical mental health or school context, and other issues that may be relevant to the particular student
 - Contact between faculty supervisors and site supervisors will follow all legal and ethical requirements, including using secure digital platforms that comply with HIPAA and/or FERPA requirements to discuss information protected by HIPAA and/or FERPA.

End of Semester Considerations

- Should a need arise that the intern is needed by the site to continue practicing beyond the end of the semester and in the absence of the faculty supervisor, the agency/school supervisor shall assume total (ethical, legal, and professional) responsibility for the intern's practice.
- Should the above occur, it shall be the responsibility of the agency/school supervisor to ensure that applicable malpractice insurance are updated to protect the intern, the agency/school and the university.

Responsibilities of the Practicum/Internship Student

Please note that this is not a comprehensive list and other responsibilities aiming to support student professional and academic growth will be required.

Orientation

- The intern is responsible for meeting deadlines necessary to ensure appropriate placement.
- Prior to beginning the internship, the intern should become familiar with the agency/school handbook and other relevant agency/school materials.
- The intern should become familiar with the procedures, expectations, guidelines, and evaluation required for the practicum/internship placement.

Counseling Activities (including DMT)

- Use the field experience to enhance skills in individual and group counseling (including DMT).
- Organize the necessary materials for counseling activities (including DMT).
- Consult with the site supervisor on a regular basis to discuss planned activities and to receive feedback on completed work.
- Use the internship experience to enhance consultation and collaboration skills as a counselor and dance/movement therapist (dmt).

Instruction and Methodology

- Devote time at the beginning of the internship to observing other counselors and dmts in the agency/school.
- Attend orientations, seminars, and course meetings related to the internship.
- Submit to the faculty supervisor a log of field experience activities each week and a summary of hours each month signed by the site supervisor.

Professionalism

- The intern is expected to perform duties in the same manner as a professional counselor and dmt under contract.
- The intern is expected to follow the agency/school calendar rather than the Rider University calendar when completing field experience requirements.
- The intern will discharge all responsibilities at the partnering agency/school in a professional manner and in accord with ACA and ADTA ethical standards.
- The intern must adhere to all conduct rules applicable to the agency's/school's employees.
- The intern must inform the site supervisor if they will be absent from their placement for any reason.
- Group supervision in practicum (COUN/CNDT 585 and COUN/CNSC 580/581) and internship averages a minimum of 1.5 hours per week of synchronous supervision between the students and faculty supervisor. These live supervision meetings are held synchronously online via faculty and students' Rider zoom accounts, which is software that complies with HIPAA and FERPA requirements or are held in person on the Rider campus.
- Practicum faculty supervisors (in COUN/CNDT 585 and COUN/CNSC 580/581) listen to and view audio/video recordings of student interactions with clients in individual supervision sessions. These individual supervision sessions occur synchronously either in person on the Rider campus or via a remote digitally delivered method. Internship faculty supervisors may listen to and view audio/video recordings of student interactions with clients in individual supervision sessions. These individual supervision sessions occur synchronously either in person on the Rider campus or via a remote digitally delivered method.
 - Digitally delivered supervision must be carried out in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.). These digitally delivered live supervision meetings are held synchronously via the faculty and students' Rider zoom accounts, which is software that complies with HIPAA and FERPA requirements.
 - As noted above, faculty supervisors may listen to and view audio/video recordings of student interactions with clients in these live in person and digitally delivered synchronous individual supervision sessions; recordings are not uploaded for the faculty to view and listen to—but are viewed and listened to live in the synchronous in person or digitally delivered supervision session. Other procedures for confidentiality of information are followed, such as faculty and students being in a private space for in person and digitally delivered individual supervision sessions.

Responsibilities of the Faculty Supervisor

- The faculty supervisor will approve students' readiness for field experiences with the agency/school setting.
- The faculty supervisor will be available for contact with the field supervisor and will engage in regular consultation with the faculty supervisor; minimum contact will be three times a semester (beginning, middle, and end of the semester).
 - Faculty supervisors will contact site supervisors, at minimum, three times a semester via email, phone, an in-person meeting, and/or a virtual meeting. Faculty supervisors will reach out at the beginning of the semester to introduce themselves and establish a relationship. Faculty supervisors will contact site supervisors for consultation at mid-semester and near the end of the semester; additional contacts for consultation can be initiated by the faculty or site supervisor at any time.
 - Consultation will involve attention to student professional and personal development as relevant to client care, student counseling skill development, student understanding of and adaptation to the clinical mental health or school context, and other issues that may be relevant to the particular student
 - Contact between faculty supervisors and site supervisors will follow all legal and ethical requirements, including using secure digital platforms that comply with HIPAA and/or FERPA requirements to discuss information protected by HIPAA and/or FERPA.
- The faculty supervisor will conduct the class meetings and/or individual and group supervision sessions for interns.
- The faculty supervisor will assign course grades after consultation with the field supervisor.
- Group supervision in practicum (in COUN/CNDT 585 and COUN/CNSC 580/581) and internship averages a minimum of 1.5 hours per week of synchronous supervision between the students and faculty supervisor. These live supervision meetings are held synchronously via the faculty and students' Rider zoom accounts, which is software that complies with HIPAA and FERPA requirements or are held in person on the Rider campus.
- Practicum faculty supervisors (in COUN/CNDT 585 and COUN/CNSC 580/581) listen to and view audio/video recordings of student interactions with clients in individual supervision sessions. These individual supervision sessions

occur synchronously either in person on the Rider campus or via a remote digitally delivered method. Internship faculty supervisors may listen to and view audio/video recordings of student interactions with clients in individual supervision sessions. These individual supervision sessions occur synchronously either in person on the Rider campus or via a remote digitally delivered method.

- Digitally delivered supervision must be carried out in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.). These live supervision meetings are held synchronously via the faculty and students' Rider zoom accounts, which is software that complies with HIPAA and FERPA requirements
- As noted above, faculty supervisors may listen to and view audio/video recordings of student interactions with clients in these live synchronous individual supervision sessions; recordings are not uploaded for the faculty to view and listen to—but are viewed and listened to live in the synchronous supervision session. Other procedures for confidentiality of information are followed, such as faculty and students being in a private space for digitally delivered individual supervision sessions.

Field Experience Goals

The general goal of the field placement experience is the development of the intern's knowledge, skills, and values in assuming a professional role in counseling. For the students in the MA CMHC program (with a concentration in DMT), the general goal of the field placement experience is also the development of competencies for assuming a professional role in DMT.

Specific goals of the field placement experience include the following:

- To continue to gain self-knowledge and insight as it related to clients and the process of counseling (including DMT).
- To continue to develop and utilize the variety of skills and techniques available to counselors and dmts in assisting the clients.
- To demonstrate in individual and group settings the necessary professional behaviors appropriate to the particular agency/school setting and its client population.
- To gain knowledge of the administration and internal procedures of the agency or school.
- To gain a working knowledge of community resources available for the coordination of services to clients as well as for the referral of clients to services.
- To continue to gain knowledge of the legal and ethical issues required of the professional counselor and dmt.
- To continue to develop knowledge and skills of case presentations and discussions.
- To continue to develop knowledge and skills in case diagnosis and treatment planning.
- To continue to develop an understanding of diversity concerns in the counseling process (including DMT).
- To continue to develop professionalism and dispositions essential to the role of s a professional and ethical mental health professional

Field Experience Activities

All students in the Master's Degree Programs in Counseling Services and CMHC will fulfill CACREP requirements of a 100-hour practicum and two 300-hour internships. Students in the Master's Degree Program in CMHC (with a DMT concentration) will complete additional hours to fulfill both CACREP and ADTA requirements. See below for specific requirements.

A. The field experience component of the Master's Degree Program in Counseling Services and CMHC (without a DMT concentration) is in keeping with CACREP requirements. It is comprised of a 100-hour practicum and two 300-hour internships (with some students completing both internships concurrently), for a total of 700 hours.

The **100-hour practicum** includes a minimum of 40 direct contact hours with clients/students. Class time

and supervision by Rider instructors may not be counted towards practicum hours. The practicum requirements must be completed before students can begin either of the two internships.

Direct contact experiences involve the provision of counseling services, including, but not limited to, individual counseling, group counseling, consultation activities, facilitation of team meetings, providing staff development programs, phone consultations with clients, and preventive/developmental counseling activities.

During the **practicum** experience, indirect contact experiences include observation of meetings and counseling sessions, supervision provided by the site supervisor, preparation of progress notes for the site, site required documentation, and attendance at professional meetings and conferences deemed appropriate by the site and/or faculty supervisors. In addition, professional activities that relate to the processes, policies and/or procedures of the school/agency are included as indirect contact hours. Other activities approved by faculty supervisors may be considered indirect contact experiences.

The **300-hour internship** requires a minimum of 120 direct contact hours with clients/students. For students completing 600 hours in one semester, there is a minimum requirement of 240 direct contact hours with clients/students.

B. The field experience component of the Master's Degree Program in CMHC (with a DMT concentration) is in keeping with CACREP and ADTA requirements. It is comprised of two **100-hour practica** and two **375-hour internships** for a **total of 950 hours**.

Each of the **100-hour practicum courses** includes a minimum of 40 direct contact hours with clients/students per semester. Class time and supervision by Rider instructors may not be counted towards practicum hours. The practicum requirements must be completed before students can begin either of the two internships.

Direct contact experiences involve the provision of counseling (including DMT) services, including, but not limited to, individual counseling (including DMT), group counseling (including DMT), consultation activities, facilitation of team meetings, providing staff development programs, phone consultations with clients, and preventive/developmental counseling activities.

During the **practicum** experience, **indirect contact experiences** include observation of meetings and counseling sessions, supervision provided by the site supervisor, preparation of progress notes for the site, site required documentation, and attendance at professional meetings and conferences deemed appropriate by the site and/or faculty supervisors. In addition, professional activities that relate to the processes, policies and/or procedures of the school/agency are included as indirect contact hours. Other activities approved by faculty supervisors may be considered indirect contact experiences.

Each of the **375-hour internships** require a minimum of 195 direct contact hours with clients/students per semester.

During the **internship, 70 hours of BC-DMT supervision** are required.

- A minimum of 5 hours of onsite observation of student led sessions accompanied by 5 hours of supervisory discussion, totaling a minimum of 10 hours of on-site supervision is required.
- If a student is at a site where there is not a BC-DMT credentialed supervisor on site, Rider faculty and student will work together to identify a supervisor who can make at least five site visits to observe student led sessions and provide supervisory discussions.
- In the event that a live observation is absolutely not possible, a BC-DMT credentialed supervisor will observe 5 hours of video recorded, on-site, student led sessions accompanied by 5 hours of supervisory discussion, totaling a minimum of 10 hours.
- Students will take CNDT 790 (the same semester as CNDT 590) and CNDT 791 (the same semester as CNDT 591); CNDT 790 and 791 are courses taught by a Board Certified DMT faculty and provide 20 and 42 hours of BC-DMT supervision, respectively.

C. Additional notes

During the **internship** experience, in addition to the indirect contact experiences included during practicum, the following activities are considered indirect contact experiences: class time, supervision by faculty supervisors, and other activities approved by faculty supervisors. If the Internship I requirements are met before the Internship II course begins, *students may earn up to 150 hours towards the second internship*. The faculty supervisor must approve this.

In order to continue accumulating hours at their internship site beyond the end of the semester, students will receive an “S” grade (satisfactory progress). At the beginning of the next semester, students must contact their former Rider University instructor/supervisor to request that the final grade be submitted. A student with an “S” grade that is not changed to a final grade will not be permitted to graduate. More details will be discussed in the practicum/internship class.

For additional information or questions, contact:

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Rider University Counseling Services Program: Field Placement Sites
Below are sources of information for possible internship and practicum sites.

Schools K-12:

NJ School Directory:

<http://www.nj.gov/education/directory/>

Pennsylvania Department of Education, Pennsylvania Education Names and Addresses: <http://www.edna.ed.state.pa.us/>

Higher Education:

State of NJ Commission on Higher Education:

<http://www.nj.gov/highereducation/colleges/index.html>

PA Department of Education, Map of PA Institutions of Postsecondary & Higher Education:

http://www.education.state.pa.us/portal/server.pt/community/find_an_institution/7205/map_of_pennsylvania_institutions_of_postsecondary_and_higher_education/566081

Middle States Commission on Higher Education:

<http://www.msche.org/>

Community:

NJ Department of Human Services, Division of Mental Health Services, Directory of Mental Health Services:

<http://www.nj.gov/humanservices/dmhs/news/publications/mhs/index.html>

NJ Department of Human Services, Division of Mental Health Services, Bureau of Contract Administration:

<http://www.nj.gov/humanservices/dmhs/info/csc/AGENLIST.pdf>

NJ Mental Health Cares:

<http://www.njmentalhealthcares.org/>

Multicultural Agency Resource Directory:

http://www.state.nj.us/humanservices/dmhs/news/publications/Multicultural_directory_2005.pdf

NJ Department of Human Services, Division of Addiction Services, Treatment Directory:

<http://samsdev.rutgers.edu/dastxdirectory/txdirmain.htm>

Search by Counties: For example: Mercer County Division of Mental Health:

<http://www.state.nj.us/counties/mercer/departments/hs/mental.html>

PA Department of Public Welfare, Provider Directory:

<http://www.dpw.state.pa.us/dpwassets/providerdirectory/index.htm>

COUNSELING SERVICES FIELD EXPERIENCE GUIDELINES & POLICIES

Field Experience Guidelines

The field experience is a planned placement in which the intern is expected to fully participate in the activities that are an integral part of the counseling agency or school counseling services. An appropriate agency or school setting for the intern is one that provides a program of services designed to help individuals function to their optimal capacity. Such programs exist in a wide variety of settings, such as: mental health clinics, correctional facilities, hospital settings, family service centers, comprehensive rehabilitation centers, social service organizations, vocational counseling programs, private counseling programs, substance abuse treatment programs, EAP services, college counseling centers, school counseling centers, and other appropriate sites.

In each setting the intern must be supervised by an employee of the agency or institution who has a minimum of a Master's degree in counseling or counseling related field and a minimum of two (2) years of pertinent professional experience. The field supervisor oversees the total learning process of the intern in the field placement setting.

The faculty instructor/supervisor is responsible for all campus individual and group supervision. The intern will have weekly group supervision seminars throughout the semester. The faculty instructor/supervisor will contact the field supervisor and will be available for individual supervision and/or consultation with the intern or field supervisor in order to facilitate an optimum field experience.

Field Experience Course Requirements

Students in the MA COUN and MA CMHC programs will all complete at least 9 credits of practicum and internship to fulfill CACREP requirements. Students in the MA CMHC program (with a DMT concentration) will complete additional fieldwork hours (at least 12 credits of practicum and internship) to fulfill both CACREP and ADTA requirements.

A minimum of nine credit hours of practicum and internship placement is required of all M.A. in Counseling Services or CMHC students (without a DMT concentration) at Rider University.

For all practicum courses (COUN 580, COUN 581, COUN 585, COUN 586, or CNSC 580, CNSC 581), the minimum requirements are:

- 100 on-site hours
- 40 direct contact hours
- five audio and/or video recordings of counseling sessions (or five live supervisions conducted by site supervisor who completes supervision forms for each live supervision)
- five case notes with a sign-off by both field and faculty supervisors
- a weekly supervision session with the field supervisor
- ten supervision sessions with faculty supervisor
- ten group/class seminars

For the COUN/CNSC 590 and COUN/CNSC 591 internship courses the minimum requirements are:

- **600 on-site hours: 300 for Internship I and 300 for Internship II**
 - 240 direct contact hours: 120 for Internship I and 120 Internship II
 - Audio and/or video recordings may be required
 - Case notes may be required
 - A weekly supervision session with field supervisor
 - Individual supervision sessions with faculty supervisor as required
 - Ten group supervisions/class seminars
-
- **For the COUN 690 internship course** the minimum requirements are:
 - **300 on-site hours**
 - 120 direct contact hours
 - audio or video tapes may be required
 - a weekly supervision with field supervisor
 - supervision sessions with faculty supervisor as required
 - ten group/class seminars

For students in the **MA CMHC program (with a DMT concentration)**, **12 credit hours of practicum and internship** placements are required.

For the **CNDT 584 & CNDT 585* practicum courses** the minimum requirements are:

- **200 on-site hours: 100 for Practicum I (CNDT 584) and 100 for Practicum II (CNDT 585)**
- 80 direct contact hours: 40 for Practicum I and 40 for Practicum II
- Minimum of five audio and/or video recordings of counseling sessions (or five live supervisions conducted by the site supervisor who completes supervision forms for each live supervision)
- Minimum of five case notes with a sign-off by both field and faculty supervisors
- Weekly supervision session with the field supervisor
- Ten supervision sessions with faculty supervisor per course
- Ten group/class seminars per course

** CNDT 585 and COUN 585 are cross listed, using the same syllabus & covering the same CACREP standards.*

For the CNDT 590* and CNDT 591* internship courses the minimum requirements are:

- **750 on-site hours: 375 for Internship I and 375 for Internship II**
- 390 direct contact hours: 195 for Internship I and 195 Internship II
- Audio and/or video recordings may be required
- Case notes may be required
- A weekly supervision session with the field supervisor
- Individual supervision sessions with faculty supervisor as required
- Ten group supervisions/class seminars
- 70 hours of BC-DMT supervision, including a minimum of 10 hours of the following:
 - 5 hours of on-site observation of student led sessions
 - 5 hours of supervisory discussion immediately following each session observation
- Students will take CNDT 790 (the same semester as CNDT 590) and CNDT 791 (the same semester as CNDT 591); CNDT 790 and 791 are courses taught by a Board Certified DMT faculty and provide 20 and 42 hours of BC-DMT supervision, respectively.

** CNDT 590 and CNDT 591 are cross listed with COUN/CNSC 590 and COUN/CNSC 591, using the same syllabus and covering the same CACREP standards.*

Field Experience Evaluations

Detailed evaluation of the field experience is an important part of the intern's learning experience. The general criteria for evaluation are:

- (a) quality of on-the-job performance, including evidence of need for less supervision as the field experience progresses.
- (b) estimate of ability to exhibit increasingly complex responsibilities.
- (c) demonstrated awareness by intern of her/his effect on others scope and depth of professional insights gained through the field experience.

Field Experience Policies

1. Successfully completing Practicum and Internships requires a commitment of time spent at a field site and weekly class time. In addition, Practicum students must attend an additional three, one-hour supervision sessions with their Rider instructor. The information below provides guidance on what is required.

2. Students who are approved to take Practicum or Internship may not begin interning at their approved site until the first class of the semester. Students may attend orientation at their field site before the first class, but they may not count these hours and are not permitted to see clients. If the intern is needed by the site to start practicum before the semester starts and in the absence of the faculty supervisor, the agency/school supervisor shall assume total (ethical, legal, and professional) responsibility for the intern's practice.

3. It is important that students complete their Practicum and Internship requirements by the end of the semester. In order to ensure students will be able to complete their hours in a timely manner, students must calculate how many hours per week they need to spend at their site.

4. Practicum students are not permitted to remain at their site after the end of the semester, even if they plan to return to the same site for Internship I & II unless approval is granted by the Rider faculty supervisor. Otherwise, students must complete Practicum hours and requirements by the end of the semester and before they may begin Internship. In the case that faculty approval is granted to remain at the site, the agency/school supervisor shall assume total (ethical, legal, and professional) responsibility for the intern's practice.

5. Students in Internship I must complete their 300 hours and other requirements by the end of the semester, but may continue at their site (with agreement of the course faculty), and accumulate up to 150 hours towards Internship II.

6. The exception is when Internship I is taken in the summer. In order to remain at their site after the end of the semester, students will need the consent of the professor of record and receive an "S" grade that will keep them enrolled in the course. Upon the beginning of Internship II, students must notify their Internship I instructors that they have completed their requirements so they can change students' grades.

7. Students in Internship II must complete their requirements by the end of the semester, even if they are taking Internship I during the same semester.

8. Students who are unable to complete their required hours by the end of each semester, must register for COUN 586, 592 OR 593, as the case may be, as follows:

For Practicum:

- 10 or below Direct Hours.....FREE, the hours need to be completed two weeks after the semester grades are due to the Dean's office
- 11 to 20 Direct Hours.....1 CREDIT hour registration
- 21 to 30 Direct Hours.....2 CREDIT hour registration
- 31 to 40 Direct Hours.....3 CREDIT hour registration

For Internship:

- 30 or below Direct Hours.....FREE, the hours are completed two weeks after the semester grades are due to the Dean's office
- 31 to 60 Direct Hours.....1 CREDIT hour registration
- 61 to 90 Direct Hours.....2 CREDIT hour registration
- 91 to 120 Direct Hours.....3 CREDIT hour registration

Counting Fieldwork Hours toward the NJ LPC Required Hours

1. If a student plans to accumulate up to 1500 hours while they are enrolled in a fieldwork course and under the supervision of a Rider faculty, the student is advised that:
2. To maintain gatekeeping and the integrity of Internship, no more than a total of 150 hours can be obtained during Practicum. Among the 50 hours beyond the required 100 hours for practicum, no more than 15 hours can be indirect hours. Students cannot carry over hours from practicum to internship.
3. For the additional hours obtained during Internship I and II, the ratio of direct vs. indirect hours is 40%-60%, which is consistent with CACREP.
4. If a student accumulates up to 1500 hours (distributed among *COUN/CNDT 585, 586, 590, 591, 600, or 690*), within *a calendar year*, the program director may accept and approve those hours toward the supervised hours required for the NJ LPC. The reportable hours **MUST** occur during any of the field courses in the program.
5. Only the hours accumulated under a Rider faculty supervisor can be accepted and approved.
6. A student must keep their own signed records to any hours over the 700 required for practicum and internships. If a student graduates and returns asking for proof of hours (without any additional documentation of hours over 700), the program director will only approve the minimum 700 hours.
7. Disclaimer: The advisor/faculty supervisor focuses on the student's development and the quality of their learning experience and it is at the faculty supervisor's discretion to sign off or reject hours.

To All Practicum and Internship Students: Important –Liability Insurance

CACREP requires all practicum and internship students to carry their own liability insurance when they are doing their counseling fieldwork. If you are student in a practicum or internship class, you must purchase your own liability insurance. You do not have to purchase the ones listed below, but you must submit proof of liability insurance at the first class meeting. Those listed below have been used by our students in the past, and you can apply on-line.

School Counseling Interns can join the American School Counselor Association and receive liability coverage at no additional cost.

Student Membership

Students who are enrolled in a master's program that prepares school counselors and who do not hold full-time positions in school counseling are eligible for student membership

<https://www.schoolcounselor.org/>

Clinical Mental Health Counseling or School Counseling Interns can join the American Counseling Association and receive liability coverage at no additional cost.

Student Membership - Individuals who are enrolled at least half-time in a college or university program. Student members may receive professional liability coverage at no additional charge.

<https://www.counseling.org/>

Clinical Mental Health Counseling Interns can join the American Mental Health Counselors Association as a Student member and receive liability coverage at no additional cost.

<https://www.amhca.org/home>

Clinical Mental Health Counseling or School Counseling Interns can purchase personal liability insurance from Healthcare Providers Service Organization (HPSO). Students can register as a Student Counselor for a discounted price.

<http://www.hpso.com/individuals/professional-liability-insurance>

Please contact Adam Lucas, Director of Clinical Internships, lucasa@rider.edu, with any questions regarding liability insurance.